



piano
xylophone

Whether the Weather

Canada
2014

words: nursery rhyme
melody: LJ Clare

Whether/weather homophones make this round go round.

Whether the Weather

Canada
2014

Key F, first note F(do)
a cappella count-in: 1--2--Whether...

words: nursery rhyme
melody: LJ Clare

Vivace

Whether the weather is cold, OR whether the weather is hot! We'll
weather the weather what-ev-er the wea-ther, whether we like it or not!



New Round Whether the Weather



"Whether the weather is cold, or whether the weather is hot, We'll weather the weather, whatever the weather, Whether we like it or not."

(Say the words in the rhythm of the song.) Repeat.



Teach the spoken rhyme using the rote method/echoes.
Teach the melody using the recording.

1. Play the recording. Students fill in the echoes.
2. Play the recording. 1/2 the class sings with the leader 1/2 the class fills in the echoes.



"Did you hear two words in the rhyme that sound the same but mean different things? "Whether" may or may not be a part of student vocabulary. Print the words so that the different spellings may be seen. Explore what each word means. What does the saying mean in its entirety?"

3. Switch parts from #2.
4. Try the song unaccompanied, everyone singing together. Give a clear, firm count-in.
5. If the song unaccompanied is firm in melody

March

Week One Lesson 24 B

Whether the Weather

Canada 2014

Key F, first note F(do)

a cappella count-in: 1--2--Whether...

words: nursery rhyme
melody: LJ Clare

Vivace

Whether the weather is cold, (clap clap) OR whether the weather is hot! (clap clap) We'll

weather the weather what-ev-er the wea-ther, (clap clap) whether we like it or not!



Rehearse the class singing just the first phrase with the two claps; again and again and again. (Making the phrase into an ostinato)

Whether the weather is cold (clap clap)
Whether the weather is cold (clap clap)
Whether the weather is cold (clap clap)
Whether the weather is cold (clap clap) etc.



The class begins singing the song together. 1/2 the class sings the ostinato (the first phrase) while 1/2 the class goes on and sings the rest of the song. Repeat, switching parts.



Now try the song as a true round. The second group begins singing when the first group reaches where the small circled is shown in the music.

Repeat, switching parts.



Step up the tempo to a vivace (quite fast) and sing the song as a roundt.

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Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
the wind is passing through.

Who has seen the wind?
Neither you nor I:
but when the trees bow down their heads
The wind is passing by.

Christina Rossetti

The Wind

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass--
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I herd you call,
I could not see yourself at all--
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a blowing al day long,
O wind, that sings so loud a song!

Robert Louis Steenson