

Rain, Rain Go Away

Songs can be sung in many different ways and it can be useful to use different approaches. This will ensure students become more familiar with the song without getting bored.

Exploring
Pitch

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Lyrics

Rain, rain,
go away,
come again,
another day.

Year F-2

Tell students that you are going to be investigating different ways they can make the rhythm of the nursery rhyme and song Rain Rain, Go Away; whilst focusing on maintaining the tune and pitch of the song.

Begin by singing the song with the class. Here are some different ways to sing the song:

- The teacher sings the whole song first, then students echo
- The teacher sings half, the students sing the other half i.e. Teacher: Rain, rain, go away Students: Come again another day
- Go around the circle and have each student sing two words or one line from the song
- For example, student A sings 'rain rain', student B sings 'go away.' This can be directed by pointing at students or by having lyrics written on the board. This will reveal who knows the song and who is still learning it; and
- Internalise it: Encourage students to practice singing the song in their head. This can be supported by having a group alternate between singing out loud and singing in their heads. This can be directed by using an open hand for singing out loud and closed hands for in your head. This challenge will take lots of concentration but will help students to internalise timing, pitch and words.

Rain, Rain Go Away

Any song can become a resource to explore musical learning and there are many ways that each song can be explored. Support and extend your students with the strategies presented below.



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Year 3-4

Begin by singing the song with the class. 'Rain, rain, go away come again another day'. Explore the approaches described in the F-2 section (on the other side of the page) and then try these extensions:

- Students sing the whole song together, whilst keeping the beat on their knees. This can be a good opportunity to discuss the difference between rhythm and beat. Once students know the song well and it's in their heads, it's time to explore the pitch and rhythm of the song
- Discuss the long and short sounds of the song; the high and low pitches within the song. This can be done by writing out the lyrics, discussing the syllables in words and discussing how this might relate to the rhythm; and
- Explore these techniques and activities using a different song.

Year 5-6

Begin by singing the song with the class. 'Rain, rain, go away come again another day'. Explore the approaches described in the F-2 and 3-4 sections, then try these extensions:

- Invite students to make the rhythm of song using clapping, body percussion, percussion instruments or by tapping it on different surfaces (such as tables or walls)
- Turn the song into a simple group ensemble piece by amalgamating the different approaches used in the class. For example, the class could be split into four groups. Each group could sing two words or make the rhythm of this part using different instruments:
 - Group A - rain rain
 - Group B - go away
 - Group C - come again
 - Group D - another day
- Have the group play the song four times - the first time they just say the words, the second time they make the rhythm using clapping or un-tuned percussion instruments, the third time they could say the rhythm names (as in taa, taa, ti ti ta instead of the words 'rain, rain, go away') and the fourth time they could sing it; and
- Explore the techniques and activities from this lesson using a different song.

Circle of Pitch

It's useful to explore pitch using tuned (or pitched) instruments such as a xylophone, glockenspiel or piano keyboard. This gives students a concrete, visual and auditory reference point to support their understandings.

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Year F-2

Have a tuned percussion instrument ready to demonstrate on and have students sit in a circle.

- Play a series of three notes that range from high to low sounds, and have students try and match these sounds with their voices
- Choose a new sequence and repeat
- Pass a tuned percussion instrument around the circle for each student to have a go of playing a range of three notes; and
- On each turn, the rest of the class should match the instrument sounds with their voices. Continue this until each student has had a turn.



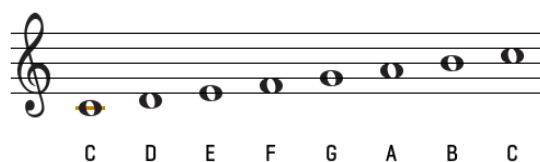
Year 3-4

Explore the approaches described in the F-2 section (above) and then try this extension:

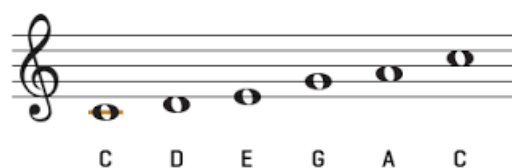
Show notes in the C Major scale on the manuscript on the board, and talk about high, middle, low pitch with regards to that scale; along with the respective notes on the xylophone; and the best way to form melody (using smaller musical steps or intervals). Then go around the circle again with this in mind, asking the students to play a melody of five notes and discuss each melody, noting what made it easy/difficult to sing back.



C major scale



C major pentatonic scale



Year 5-6:

Explore the approaches described in the F-2 and 3-4 sections (above) and then try this extension:

Discuss C pentatonic scale; and how the removal of certain notes can create stronger melodies, and then go around the circle again with this in mind, asking the students to play a melody of five notes and discuss each melody, noting what made it easy/difficult to sing in response.

Team Pitch Statues

This is an active way for students to develop their listening ears and their understandings of pitch. It can be a more collaborative or competitive activity depending on how it is introduced.

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Year F-2

- Organise students into teams of three and have students decide who is number one (1st sound), two (2nd sound) or three (3rd sound). Depending on their number, they will need to listen for the 1st, 2nd or 3rd sound. They should stand in a line, in this order.
- Using a keyboard or tuned percussion instrument, establish the difference between a low- or high-pitched sound.
- Play students a sequence of three notes that vary between low and high pitch, these can be played in any order or combination such as low, low, high or high, low, high etc.
- Students then have the challenge to listen, decide and represent these changes in pitch using a frozen low or high body position. As students gain confidence doing this, only allow five seconds for them to get in place.



Year 3-4

Explore the approach described in the F-2 section (above) and investigate the 5-6 extensions if your group is ready.



Year 5-6

Explore the approach described in the F-2 section (above) and then try these extensions:

- Increase size of groups; play five notes, and ask students to represent these notes using in their frozen body position; and
- Ask students to prepare a short performance in their groups of five; they will map out their own positions, and sing the notes that correspond with their chosen high/mid/low physicality.



Pitch Mapping

A pitch map is an informal and visual way to show changes in pitch. Ask students if they have any ideas about how changes in pitch can be recorded. This can be an age appropriate way to start discussions about formal musical notation.

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Year F-2

Using a marker on the whiteboard, ask a student to draw a squiggly line that goes from left to right. This line will be used to direct the group to make changes in pitch as they sing or play instruments.

Explain that in musical notation, the positions of dots on a stave also show us how high or low a sound is. The emphasis is on demonstrating and exploring changes in pitch rather than exactly or accurately representing pitch.

Year 3-4

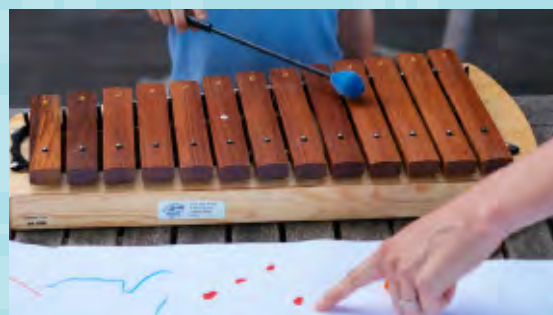
Explore the approach described in the F-2 section (above) and then try these extensions:

- Invite a student to point along the line to lead the class in following the rise/fall of the pitch
- One or two students can be chosen to try and demonstrate these changes using a pitched percussion instrument; and
- Explore these activities in smaller groups.

Year 5-6

Explore the approaches described in the F-2 and 3-4 sections (above) and then try this extensions.

Show this movement on a manuscript with music notation in C Major, to keep it simple and straightforward, and be able to translate to an instrument like a xylophone; and practice singing up and down in the direction of the notes (on pitch, if you think the students are ready).



Canons

One of the most effective ways of reinforcing pitch is through the use of a basic canon (or round). Below are a range of canons (from easy to difficult). These can be used from F-6 and the harder rounds can be explored as students become more confident using their voice, pitching, and singing as a group.

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Donkeys and Carrots

Belgian folk song

1 Don-keys are in love with car-rots. Car-rots aren't in love at all.

2

3 Hee - haw, hee - haw. Lis - ten to that lo - ving call!

4

Detailed description: This musical score is for a canon in 2/4 time. It consists of four parts. Part 1 starts on a treble clef with a key signature of one flat (Bb) and a 2/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'Don-keys are in love with car-rots. Car-rots aren't in love at all.' Part 2 is a whole note G4. Part 3 starts on a treble clef with a key signature of one flat and a 2/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'Hee - haw, hee - haw. Lis - ten to that lo - ving call!' Part 4 is a whole note G4.

To Stop the Train

1 To stop the train in cas - es of e - mer - gen - cy,

2 pull down the chain! Pull down the chain!

3

Detailed description: This musical score is for a canon in 4/4 time. It consists of three parts. Part 1 starts on a treble clef with a key signature of one flat (Bb) and a 4/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'To stop the train in cas - es of e - mer - gen - cy,'. Part 2 starts on a treble clef with a key signature of one flat and a 4/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'pull down the chain! Pull down the chain!'. Part 3 starts on a treble clef with a key signature of one flat and a 4/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'up a - bove the sor - row of to - mor - row's night. sky?'.

Ah Poor Bird

Folk Song

1 Ah, poor bird, take as your flight,

2 Ah, poor bird, as you fly,

3 up a - bove the sor - row of to - mor - row's night. sky?

Detailed description: This musical score is for a canon in 4/4 time. It consists of three parts. Part 1 starts on a treble clef with a key signature of one flat (Bb) and a 4/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'Ah, poor bird, take as your flight,'. Part 2 starts on a treble clef with a key signature of one flat and a 4/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'Ah, poor bird, as you fly,'. Part 3 starts on a treble clef with a key signature of one flat and a 4/4 time signature. The melody is: G4 (quarter), A4 (quarter), Bb4 (quarter), A4-G4 (beamed eighth notes), F4 (quarter), E4 (quarter), D4 (half). The lyrics are 'up a - bove the sor - row of to - mor - row's night. sky?'.

Canons

One of the most effective ways of reinforcing pitch is through the use of a basic canon (or round). These can be used from F-6 and the harder rounds (see below) can be explored as students become more confident using their voice, pitching, and singing as a group.

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One Bottle of Pop

Folk Song

The musical score is written in 3/4 time with a key signature of one flat (Bb). It consists of three systems, each with two staves of music. The lyrics are written below the notes. The first system includes triplets indicated by a '3' over the notes. The second system continues the melody with similar phrasing. The third system concludes the piece with a final triplet and a double bar line.

1

One bot-tle of pop. Two bot-tles of pop. Three bot-tles of pop. Four bot-tles of pop.

Five bot-tles of pop. Six bot-tles of pop. Sev'n, sev'n bot-tles of pop!

2

Don't throw your junk in my back - yard, my back - yard, my back - yard.

Don't throw your junk in my back - yard, My back - yard's full,

3

Fish and chips and vin - e - gar, vin - e - gar, vin - e - gar,

Fish and chips and vin - e - gar, vin - e - gar. Pop!

Listening for Pitch

Ear training is an important part of understanding the language of music. In this activity, students will need to listen and try to work out how the pitch is changing.

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Pitch

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Year F-2

Play a sequence of notes (a melody) on a tuned instrument like a xylophone and ask students to use their hands to indicate the changes in pitch. Students can demonstrate the changes as you play or after you have finished the sequence (the latter is trickier).

Repeat this activity with a student leading the group. One student plays three notes while the class has their eyes closed. Students can put their hands up afterwards to say the three-note pattern that was played (such as higher, higher, lower or lower, higher, lower).

Year 3-4

Explore the approach described in the F-2 section (above) and then try these extensions:

- Split students into pairs and ask them to continue the activity in their pairs; and
- Each student can choose a sequence of eight notes while their partner listens and tries to demonstrate the changes with their hand. If you don't have enough pitched instruments for each pair to have one, ask students can sing a sequence of notes to one another, and complete the activity this way.

Year 5-6

Explore the approach described in the F-2 and 3-4 sections (above) and then try this extension:

- Using a tuned percussion instrument, play a series of notes to the class and then ask students to sing back, and show the higher-middle-lower movement over the notes using their hands at the same time.

