

Birds (Games, sayings, music)

Summary

This learning unit integrates nature studies with creative movement/dance and music to give second-grade pupils (8-9 y/o) a slightly broader view of the topic through Estonian folk games/dances and sayings.

Tools and materials

- 150x70cm pieces of fabric (for wings – to give children a better idea)
- Music (different versions to represent different birds, versions of folk music; music for dance games – e.g. Milterjon's bird, etc.)
- Step markers (to mark nesting places in the hall)

Integrated subjects

Natural science (birds), movement (creative dance), art (costumes), music (singing)

Duration of the activity and distribution between contact lessons

1st contact lesson	2nd contact lesson	3rd contact lesson
1. Nature studies – birds 2. Movement – choose a bird to imitate 3. Soundscape – music, rhythm in movement	1. Nature studies – birds' habitats, habits 2. Movement – nests 3. Sound background – counting numbers, rhythm 4. Game – miterjonilind	1. Nature study – autumn bird migration 2. Movement – "flying" across the hall, various drawings 3. Soundscape – music, rhythm 4. Game – geese and swans, come home

4th contact lesson	5th contact lesson	6th contact lesson
1. Natural science – appearance of birds (body parts, colors, etc.) 2. Art – making wings for yourself (costume design)	1. Natural science – appearance of birds (body parts, colors, etc.) 2. Art – making wings for yourself (costume design)	Summary – 1. Combining movements with music and costumes 2. Discussion – how did we do?

Stages of the learning scenario:

1. Introduction (warm-up, context):

I based my approach on this year's lessons (2nd grade), using music that had been waiting in my mind and topics studied in 2nd grade nature lessons, as well as the opportunity to use art lessons to make costumes – each child can make their own clothes.

2. Research or creative task (problem setting):

Task: combine movement (dance) with creating stage costumes using the context of natural science.

3. Activities (learning activities, work forms):

1st lesson. Attunement: Let's talk about birds

- Nature studies – what birds do you know, do they all fly, what characteristics must a bird have to be considered a bird (reminder of 1st grade nature studies material)
- Movement – choose one bird and move like it, where is its nest, where does it live (use pieces of fabric as wings)
- Sound background – Music – Laululinnuhaldjas (Songbird Fairy)

2nd lesson. Nature studies – where birds live, what their nests are like

- Movement – (equipment – blue dots/step markers) – throw your dot onto the floor – wherever it lands, that is your nest. PLACE – I will count to 15, you must

reach your nest by the last number. One nest ended up with a so-called cuckoo – we talked about the cuckoo and its habit of leaving its eggs in other birds' nests.

- Sayings about the cuckoo: The cuckoo is a bringer of good luck and happiness. Morning cuckoo, afternoon cuckoo, evening cuckoo, etc.
- Sound background – counting numbers, rhythm
- Game – Milterjon's bird

3rd lesson. Nature studies – some birds fly south – let's look at the map and see which ones you have seen in your backyard or on city streets – but what about at the zoo?

- Movement – imitating birds in flight – in a triangle across the hall, trying out different flight patterns.
- Music – various folk songs (e.g., Miterjoni lind, Kii-Kiike, etc.).
- Sayings about birds: e.g., the cranes have left – bad weather is coming, the geese have left – frost is on the ground, the swans have left – snow is coming, etc.
- Game – Geese and swans, come home!

4th and 5th lesson. Art – making wings (postponed until after the break)

6th lesson. Creating a dance (in pairs, in groups) using music and movement sequences inspired by the movements of birds. Discussion

4. Creative output (presentation, sharing):

The performance will come later – when the costumes are ready (e.g., at a school event).

5. Reflection and meaning making:

The pupils liked that:

- they could discuss one topic at length and come up with completely unique birds that may not even exist
- they learned about different birds (e.g., the cuckoo)

- they could imagine themselves as birds (e.g., flying, sitting on a tree branch, etc.)
- they could come up with movements themselves and put them together with their friends
- they could play, etc.

Model of Integrated Learning and Teaching of Creative Subjects elements in use:

Concept
 Narrative
 Rhythm
 Composition
 Collaboration
 Reflection
 Personal meaning
 Creative self-expression
 Learner agency

Work results:



Out of the nest



Movement of birds

Videos:

1. [Work in pairs](#)
2. [Flying](#)