

Andra`s, Tuuli`s and Urve`s CLIL lesson

The topic of the lesson: Older and newer Estonian folk music (previous lessons/**pre-knowledges**), the topic has been discussed in connection with folk calendar days).

Goals:

- The student can listen and describe what he hears
- The student knows the characteristics of a folk song, can compare
- The student knows and uses musical vocabulary
- the student actively participates in group work: cooperation skills, communication skills, self-expression skills

Concepts: Regal tune/song, Beliefs: Spell, The Meaning of the Game Today and Anciently.

Thread:

Estonian language and literature: word rhythm and text comprehension

History: Native Culture

Movement: Patterns of movement in relation to one's body, peers and space

Math: sequencing, figurative thinking: ascending-descending, form

Means

Piano, computer, rhythm instruments, Youtube examples.

NB! Teamwork with class teacher

	Lesson steps	Teacher remarks
<p>TUNING</p> <p>Warm-up 5 mins (Who is..)</p> <p>Activating prior knowledge/ establishing focus</p> <p>5 min (Listening and repeating)</p> <p>Introducing of new concept</p> <p>5 min</p>	<p>* Song (regal song) I version "Who is with Us?" (sign)language- saying hello- fast version through the body and language (cognition- my nearest student name/right and left).</p> <ul style="list-style-type: none"> • An example of a historical regal song: https://www.youtube.com/watch?v=lebVYcfBBzM • Use of Regal song today: https://www.youtube.com/watch?v=BNHZce1TCa8 • Song (regal song) II version: "Who's with us today?" Slow version through the body and language (kinaesthetic, cognition- my grandparents/ relative names). LOTS (choir and leader singer are changing places, speed is different- time to think.) 	<p>•Signs/oral speech in English/"hello, day, date, month, year." "Today is". (pre- knowledges). BICS</p> <p>Terms used by teacher in a speech: meter, choir, leading singer.</p> <p>•T. listen, observe (signs by a teacher), what do You notice in this song?</p> <p>Discussion with learners (whole class)</p> <ul style="list-style-type: none"> - When are we using those songs? - What are the national traditional calendar events? <p>Learners give possible answers: long/short, fast/slow, one/several; one singer/choir= opposite words. In English, Estonian and signs, CALP, LOTS</p>

	<ul style="list-style-type: none"> • Song "Empty Barrel". Solo singer. Learners feel the difference by doing (co-language- learners sing along, performance, tune are changed). <p>Repetition in several ways</p> <ul style="list-style-type: none"> - Rhythm playing with sound sticks (kinaesthetic/visual/auditive) - one-, two-, four-beat rhythmic refrains. Repeating is important part of SEN students' education. <ul style="list-style-type: none"> • Vocabulary- term card+ explanation card (words/a lot of words or not; melody/small-wide scale; performance/lead singer and choir or just lead singer). CALP 	<p>Terms used by teacher in a speech: Meter in feet, prelude + chorus, newer/older folk song, regal song.</p> <ul style="list-style-type: none"> •Learners give an answer: "My grandmother/grandfather's name is" <p>Teacher singing or choir singing (following the historical axis- a</p> <p>Teacher question: Compare the two stories heard: difference, commonality. HOTS, auditive cues through singing together and words they answered after watching music videos.</p> <p>The term "mock song"- teacher gives a simple clarification. Figurative thinking. LOTS</p> <p>Terms used by teacher in a speech: Dynamics: increasing-decreasing- repetitions-fast-slow, meter: prerequisite for rhythm work. Supported by more able students.</p> <ul style="list-style-type: none"> • Learner connects (writing) cards with line in small groups. Teacher gives sign with orally spoken words. (Scaffolding). CALP words
<p>LEARNING</p> <p>Applying new knowledge.</p> <p>10 mins</p> <p>Reinforcing new knowledge</p> <p>10 mins</p>	<ul style="list-style-type: none"> • Song-game "Who's in the Garden". • Game "The Game of God and the Devil" 	<p>The term "song+game"- teacher gives an simple clarification. Discussion (one group) before singing games in the old days, today.</p> <p>Students make up (recognition, memory, vocabulary/signs) through which type of forest they walk.</p> <ul style="list-style-type: none"> • Teacher is change leader of the game. Leader is choosing (scaffolding) participant accordingly roles and number in this game. • Making sense of the action: God- Devil (good-evil, white-black, heaven-earth) etc. Teacher gives an simple clarification- that those word

		<p>are also “opposite words”. Students shows signs also with teacher.</p> <p>Teacher expresses some previous beliefs and relationship between youth in the end 19th and beginning of 20th Century.</p>
<p>ENDING</p> <p>10 mins</p>	<ul style="list-style-type: none"> • The sum up of the vocabulary and knowledges. <p>Recycle calp words or poster</p> <ul style="list-style-type: none"> • The final round, each student says what they learned, what they liked. 	<p>They get (choose) one-word/phares cards (English). NB! Teacher helps with signs if necessary.</p> <p>Teacher says Estonian word “lühike”; students find from own chart English word “short” (scaffolding) Then he/she have to rise a chart and tells does it describes a new or old song and put underneath right headline (old or new song). They continue until all opposite words are in right place. Paper poster will be finished and placed to the wall. CALP</p> <p>Communication (speaking, listening, reading).</p>

CLIL õpetaja Susan Doyle lingid:

[Opposites | Word Power | PINKFONG Songs for Children - YouTube](#)

[Opposite Words Activity | Warm Up Activity | antonyms | Learning with action | joyful activity - YouTube](#)

[Learning a 16th Century Irish Love Song \(in IRELAND ft. Séamus and Caoimhe Uí Fhlatharta\) - YouTube](#)

[Kíla - Am - YouTube](#)

[The Gloaming - Casadh an tSúgáin - YouTube](#)