

Integrated Unit Plan for Kereru

Suggested Levels: 2- 4

ACHIEVEMENT OBJECTIVES TO BE ASSESSED:

Music:

- **Developing Practical Knowledge in Music (PK)**
- **Developing Ideas in Music (DI):** Invent and represent musical ideas, drawing on imagination and responding to sources of motivation
- **Communicating and Interpreting (CI):** Sharing music making with others using basic performance skills and techniques.

Dance:

- **Developing Ideas in Dance (DI)**
Students will select, combine and use elements of dance to develop ideas.
- **Communicating and Interpreting (CI)**
Students will present dance and respond to their own and others dance works within their school communities.

SUPPORTING ACHIEVEMENT OBJECTIVES:

Developing Practical Knowledge in Dance (PK)

Students will explore through movement, combine and contrast the dance elements of body awareness, space, time and energy, and relationships.

Developing Practical Knowledge in the Visual Arts (PK)

Students will apply knowledge of elements and principles to make objects and images and explore art-making conventions, using a variety of techniques, tools, materials, processes, and procedures.

Developing Ideas in the Visual Arts (DI)

Students will generate and develop visual ideas in response to a variety of motivations, using imagination, observation, and invention with materials.

English: Expressive/Poetic Writing: write regularly and with ease to express personal responses to different experiences and to record observations and ideas.

Skills: Listening, Playing

Conventions: Creating music, performing music



LEARNING OUTCOMES

- Listen to various birdsong and recognize the musical qualities of these
- Produce a piece of music in response to NZ bird song
- Share their music with other students and reflect on it
- Create a dance reflecting a story in groups
- Present the dance and change and improve their work depending on peer feedback and self evaluation.

LEARNING EXPERIENCES

Read the book 'Roimata's cloak' by Ester Tamehana to the children.

Examine feathers children have collected from the beach/school/home. Discuss similarities and differences between kereru feathers and other feathers.

Children could draw a picture of what they think Roimata's cloak would have looked like. Using the sketch as a guide they could construct a mixed media piece using feathers, paint or crayons.

Music

Listen to kereru and other bird calls - Pukaha- songs from the forest CD or on the internet site; www.whatbird.co.nz. Compare kereru calls to other birds' calls.

Use found objects, their voices and instruments to imitate bird song. Discuss the rhythm and pitch of the various bird calls. You may want to introduce the concepts of dynamics (loudness/ softness of notes) and tone colour (the specific qualities of the bird's song). Brainstorm words to describe the setting and atmosphere in Roimata's cloak. Discuss how they will portray these feelings through dance and music.

Children could then explore these qualities using instruments to re-create aspects of some of the bird calls. They could experiment with beat and rhythm using drums and other percussion. In small groups, incorporate imitation of bird song into the beat they have created. Discuss mood and tempo in relation to their composition. In groups they could relate their music to the story of Roimata's cloak.

After experimenting with their music and receiving some feedback from peers and the teacher, the groups could share their music with the other students. The audience could give feedback and advice to the performing group. They could identify the elements in each soundscape. With the feedback given students could develop their piece of music and possibly record it onto audiotape. Use these recorded songs or other suitable music for background music. As a warm up, children could go in different sized groups to make bird shapes together. They could also make action cards with words relating to movement of birds/ animals on them, for example: swoop, glide, dive, pounce, and so on. When music stops they could pick up a card and mimic that action.



Dance

Children could listen to Waiata reka-CD- Track 5; the heart of a kereru. Individually children could improvise and move as a bird would. They could then work with a partner to create a movement sequence. Props such as capes could be used to assist children to get into the character of a bird. Use the bird actions they have identified as a basis to develop a sequence of repeating movements together, either reflecting each other's actions or doing complementary movements. The sequence should somehow reflect the story of 'Roimata's cloak'. In their groups they could explore space - moving at high, medium and low levels, and moving with direction - forward/ backward/ up or down. They could experiment with different times and energies - they could try their sequence at high speed and then low speed or use strong then soft movements, and then make choices about which times and energies suit their dance. Then they could join with another pair and combine their sequence to develop and expand their ideas. This could develop into a dance that is shared with the rest of the group.

English links

Written language links - poetic writing: What would the kereru have said to the ruru in the story? Write an imaginary diary pretending that you are flying up high with the kereru into the sky as Roimata does in the story. What would you see/ hear/ feel?

ASSESSMENT OPPORTUNITIES

Peer assessment of dance or music pieces.

Formative observations can be made during the developmental stages of the dance.

Video dance performances and self assess or teacher assesses performances.

Recording of music assessed against agreed criteria.

Groups could explain their compositions as a summative assessment.

RESOURCES

Audio files of birds:

<http://www.whatbird.co.nz/index.php>

CD: Native Birdsong: New Zealand Forest birds and bird chorus, Natural Environment, Sounds of New Zealand, by Ann and Norval Williamson, KMP Music 1996

Waiata Reka by *The Aunties*

Nature Tape The [CD], www.ucamusic.com

Our Music by Kerr, E. (1989). Wellington: Learning Media [[Book/audio cassettes](#)]

Inspiration for music and art: <http://discover.natlib.govt.nz/view/object/coll/18>

