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| Steps | Methodocical Aspects | Work Time | Teacher`s  work | Student`s work 1 | Possible Inclusive Measures | Products and expected results | Materials | Working tools |
| **Phase A**  To get to know what is the shape and structure of Kalevala -poetry and songs | Listening and concentration   1. Listen to Kalevala poems. How does it feels like? 2. Showing some poems and rhymes from board or beamer 3. Make your own rhyme | 5 min  10 min  20 -30 min | Reading and writing  Asking questions -”what you notice?”  Reading and asking  How many syllables is in each line?  Do you notice how things are said twice in different way?  Giving instructions  (let students see examples) | Listening and commenting  Making calculations, observations  Writing their own story/rhyme in Kalevala structure.  Reading these to other students. | Helping to see  :The structure  “Just say your feelings and how does it sounds like?”  It´s quite easy to calculate syllables  Teacher can give 1-2 starts for example. Student can go further with a little help | Students get to know the structure  Students notice the rules and regulations of “Kalevala language”  Joy to find out how Kalevala-language is used. You can tell other pupils what you have done | Kalevala  Paper, pen | Drawing board or beamer |
| **Phase B** (Parts 1-4 one lesson, part 5 one lesson and part 6 one lesson  1 Divide students in six groups  2 Reading the poems  3 Discussion of the stories and how it could happen in present  4 Share the story in four parts  5 Draw the pictures  6 Poems | Co-operation  Individual work  Group work  Co-operation  Group work  co-operation  Individual work based on the group agreement.  Group work co-operation  OR  Individual work (Each student write their own verse based on the picture they draw) | 5 min  15 min  15 min  5 min  45 min  45 min | Share the pieces of puzzle (6 pictures of Kalevala stories) to students.  Give each student the right text (poem)  Give the instruction what to do to students.  Give the instruction what to do to students.  Give the instruction what to do to students.  Give the instruction what to do to students. | Find ther own groups  Read the poem  Share their ideas how the story could happen in present  They can draw a mind map of the story  Discussion of who is going to draw which part of the story.  Make a drawing.  Write a poem based to the pictures using the rhythm of Kalevala poem they learned in phase A | Adults or other students help them to find the right group  Someone can read the text to him/her  -  -  If it’s impossible to write a poem, they can write a story. | Six groups  A new version of their story and a mind map of that.  Agreement for the next lesson and a plan for pictures..  Drawing with colours.  New poems telling the old story in present | Pictures of Kalevala stories.  Each picture is cut in four.  Text of six poems  1.  [Birth of Wainamoinen](http://www.sacred-texts.com/neu/kveng/kvrune01.htm)  2.  [Wainamoinen and Youkahainen](http://www.sacred-texts.com/neu/kveng/kvrune03.htm)  3.  [Ilmarinen Forges the Sampo](http://www.sacred-texts.com/neu/kveng/kvrune10.htm)  4.  [Wainamoinen's Boat-building](http://www.sacred-texts.com/neu/kveng/kvrune16.htm)  5.  [Birth of the Harp](http://www.sacred-texts.com/neu/kveng/kvrune40.htm)  6.  [Ilmarinen's Wooing](http://www.sacred-texts.com/neu/kveng/kvrune19.htm)  Each poem four times.  Papers, pencils, colours (crayons, markers, watercolours etc.)  Papers, pencils |  |
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| **Phase C**  learning to sing and play poem song in major/minor  this part **singing** | listening  learning by doing | 15 min | singing and playing  poem melody in major/minor key (for example with la-syllable)  explaining the difference in feeling  and in theory | **singing** in major/minor  the same melody with la-syllable | to understand the feeling in major /minor (“happy/sad”)  to know that in major scale the third note is “little higher” than the same note in minor scale  to know in music theory the difference in intervals major/minor scale (third note)  pupils can create suitable variations to the melody | pupils have learned poem melody with la-syllable | kantele (tuned in major and minor) |  |
| this part **playing** | watching/listening, learning by doing | 15 min | showing how to play two chords with kantele (instruments are tuned in major/minor key) | practising to **play** two chords | playing hole chords with kantele with two fingers or just the basic note with one finger | pupils have learned the chords or just single note(string) | kantele(tuned in major and minor |  |
|  | listening analysing texts | 30 min | asking pupils to choose major/minor key or mix them if the text demands | choosing major/minor or mix depending their texts |  |  | texts which pupils have made earlier |  |
|  | learning by doing |  | helping pupils if needed  making suggestions if needed | singing their poems with the melody in major/major key or mix if needed |  |  |  |  |
|  | listening  learning by doing | 30 min | teaching the anthiphon method  in traditional finnish poemsinging | each group try to learn every song  like antiphon  the group who has invented their song is a leading group and the others will reply |  | poem song in  antiphon method | texts, kantele instruments |  |

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