

Bluebird, Bluebird



Blue - bird, blue - bird, through my win - dow. Blue - bird, blue - bird, through my win - dow.



Blue - bird, blue - bird, through my win - dow. Oh, John - ny aren't you tir - ed?

GAME: Standing circle, arms raised, with palms of hands pressing on neighbors' hands to form windows. One person who is "it" flies in and out of the windows as the song is sung, and stops at the closest person on the word "tired." The person who is it then asks in a voice that everyone can hear, "Would you like to be the next bluebird?" The person who answers the question now trades places with the one who is it and becomes the new bluebird.

Variation: The person who is "it" may ask, "What kind of a bird would you like to be?" The words will change to accommodate the new type of bird: penguin, swallow, chicken, parakeet, hummingbird, etc. Some may also like to imitate the moving style of the new birds.

SINGING

Do a simple "pat-clap" to get a feel for the beat and the 2 beat meter of the song. Ask which words in the song fall on a strong beat, or what word do you sing when you pat? Which words fall on weak beats, or when you clap? How many beats go by before the next strong beat? (Reinforce with the pat-clap.) This helps identify a meter of two beats, one strong, one weak.

PLAYING

Keep a steady beat on instruments, then after understanding strong and weak beat, give each child a classroom rhythm instrument. You may choose specific instruments like drums and triangles, or choose to use two different types of instruments, like woods and shakers, or metals and drums *This takes concentration!* Play a drum (or one type of instrument) on the strong beat, and play loud. Play a triangle (or another type of instrument) on the weak beat and play soft.

CREATING

Divide the class into three groups representing melodic motives of the song: 1) bluebird, 2) through my window, 3) Oh, Johnny aren't you tired. In each group, figure out an action for that part of the song. Give time to practice, then groups perform their actions at the appropriate place in the song. Switch parts! Each group could also practice the rhythm of their particular part, then decide on an instrument that would best represent that rhythm. Each small group then plays their rhythm at the appropriate place in the song as it is sung. Try it with and then without words.

LISTENING

Identify the rhythmic form of the piece by listening for phrase rhythms that are the same and different. For very younger children, put the *ta* and *ti-ti* rhythms patterns on the board and have them discover which phrase is different from the others. For older children have them tap the rhythm on their hands while singing the song, then notate the patterns for each phrase on paper or with popsicle sticks.

CURRICULUM INTEGRATION – Geography, Science, Social Studies

Use the names of birds from the different countries or parts of the world you are studying. "Kookabura, kookabura through my window." "Seagull, seagull, through my window." "Parrot, parrot, through my window." Use terms from the types of homes and from the culture of a different people: "Penguin, penguin, in (or through) my igloo." "Eagle, eagle, in my hogan."

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