

CHAPTER 1 Activity 1

Title	Introduction to the Meaning of Rhythmical Meter
<i>Description of the exercise</i>	Introduce students to the meaning of the rhythmical meter without referring to the definition. The pattern is correlated to a geometrical shape which will have the role of the pattern each time.
<i>Theme</i>	This activity is a preparation for the rest of the activities to follow and is related to themes such as learning the rhythm and integrating turn taking and connect with the whole-class team
<i>Group size</i>	Whole-class activity / small-group activity
<i>Age range</i>	Students in primary education. As the age increases, so does the level of difficulty. We introduce patterns gradually, according to the class' ability to assimilate knowledge.
<i>Complexity</i>	Level 1 Large space in order for students to be able to work in a circle
<i>Time</i>	5'-10'
<i>Instrumental & Psychoeducational Objectives</i>	<ul style="list-style-type: none"> - To assist students understand the rhythmical pattern by linking it to the shapes - To help students understand the circular flow of the pattern. - To develop teamwork and to enhance the capacity to collaborate with the peers - To support students to become an active part of their team through counting altogether, through becoming a part of a whole-class rhythmical meter and to reinforce the feeling of belonging in a team

	<p>through synchronization with others</p> <ul style="list-style-type: none"> - To enhance students' capacity and willingness to participate into playful learning activities and increase learning motivation and desire to participate in more school activities (an overall goal of the project)
Materials	Whiteboard, marker
Preparation	Watch a video sample to better understand the practice.
Instructions	<p>We intend to introduce students to the meaning of the rhythmical meter without referring to the definition.</p> <p>Step 1: The rhythmical meter will be introduced through geometrical shapes in order for students to be able to follow the meter by counting the angles of each shape.</p> <p>We present the shape, assigning a number to each of its corners. For example,</p> <p>For the straight line, the numbers 1-2 at its edges, to represent the 2-bit pattern. For the triangle, the numbers 1-2-3, to represent the 3-bit pattern. For the square, the numbers 1-2-3-4, to represent the 4-bit pattern. For the pentagon, the numbers 1-2-3-4-5, to represent the 5-bit pattern. For the hexagon, the numbers 1-2-3-4-5-6, to represent the 6-bit pattern.</p> <p>Step 2: We encourage students to count loud the shape we teach every time in order to show the right rhythm and intonation. We facilitate students to go with the flow of the whole-class.</p>

We start numbering out loud, pointing cyclically to the corners of the shape we study each time, following a steady speed. This way we visualize the rhythmical motion. Every time we reach “one”, we stomp out right foot if we are sitting, or clap our hands if we are standing.

Applications

Application 1:

We write a number in each of the straight lines edges, that is o-ne, tw-o, circling number one. We rhythmically recite the two edges, in a constant flow and stomp or clap each time we encounter the number “one”. In this way we demonstrate the circular flow of the pattern and its stress at the same time.

Application 2:

We write a number in each of the triangle’s corners, that is o-ne, tw-o, th-ree, circling number one. We rhythmically recite all the corners, in a constant flow and stomp or clap each time we encounter the number “one”. In this way we demonstrate the circular flow of the pattern and its stress at the same time.

Application 3:

We write a number in each of the square’s corners, that is o-ne, tw-o, th-ree, f-our, circling number one. We rhythmically recite all the corners, in a constant flow and stomp or clap each time we encounter the number “one”. In this way we demonstrate the circular flow of the pattern and its stress at the same time.

Application 4:

We write a number in each of the pentagon’s corners, that is o-ne, tw-o, th-ree, f-our, fi-ve, circling number one. We rhythmically recite all the corners, in a constant flow and stomp or clap each time we encounter the number “one”. In this way we demonstrate the circular flow of the pattern and its stress at the same time.

	<p><i>Application 5:</i></p> <p>We write a number in each of the hexagon's corners, that is o-ne, tw-o, th-ree, f-our, fi-ve, si-x, -circling number one. We rhythmically recite all the corners, in a constant flow and stomp or clap each time we encounter the number "one". In this way we demonstrate the circular flow of the pattern and its stress at the same time.</p>
<i>Debriefing and evaluation</i>	<p>After presenting the shapes, the educator can randomly choose some students and ask them to count out loud, while he/she is pointing at the corners and the numbers on them, on the whiteboard. In that manner he/she can verify whether the students have understood the concept of the rhythmical pattern and its connection to the shapes.</p>
<i>Tips, considerations and safety</i>	<p>During the recitation process of the numbers on the shape, it is important to provide the notion of a continuous and unified motion, without interrupting the flow from one corner to the next, trying to maintain a steady speed. The recitation should not be done mechanically, but with theatricality, proper representation and in the mood of "performing".</p> <p>The educator decides which applications will use, according to the abilities- skills of its class.</p>