

CHAPTER 1 Activity 2

Title	Rhythmical Meter: Learning to Follow the Team - Dialogue in the Rhythmic Circle
<i>Description of the exercise</i>	<p>It is a game of dialogue and interaction between the teacher and the group, and in the second phase, between two sub-groups, in which we separate the individuals of the group.</p> <p>The purpose of this exercise is to encourage students to follow the teacher's instructions , to learn how to belong in a team .</p>
<i>Theme</i>	<p>The activity is related to multiple themes such as</p> <ul style="list-style-type: none"> - following whole-class instructions - following the rhythm - introducing geometrical shapes - integrating turn taking and connecting with the whole-class team - being able to follow a dialectical and interactive process
<i>Group size</i>	Whole-class activity / small-group activity
<i>Age range</i>	<p>Students in primary education. As the age increases, so does the level of difficulty.</p> <p>We integrate shapes gradually, according to the ability to assimilate the order.</p>
<i>Complexity</i>	Level 1. Big space in order for students to be able to work in a circle

Time	10' - 20'
Objectives	<ul style="list-style-type: none"> - To facilitate students to become an active part of their team through counting altogether - To encourage students to synchronize with the whole team - To assist students to follow the teachers' instruction as an individual and as a whole team - To encourage students to retain their attention throughout the whole activity - To develop observational and memory acoustic skills - To experience the importance of group synchronization, through constant speed, during the performance of the exercise - To improve motor coordination capacity, through the combination and timing of movement with pace. - To gain better coordination within the group and understanding of the basic principle of synchronization and of rhythm, through repetition and observance of consistency in time. - To assist students participate actively in whole class and playful activities - To assist students to develop communication skills through synchronizing with the others
Materials	Board, marker.
Preparation	Watch a video sample to better understand the practice.

Instructions

Step 1.

The teacher explains to the team the rules of the activity. He/ She highlights how important it is to respond in a coordinated manner and to keep the initial speed that he/she lists steady. The rhythmical meter will be introduced through geometrical shapes in order students to be able to follow the meter by counting the angles of each shape.

Step 2.

The teacher takes the role of the maestro / the leader of the team, reciting rhythmically the measure - shape and the group repeats, in the flow of the cycle, with emphasis on one. In this exercise the leader starts to count by emphasizing on the one (1). This is repeated in circles. The circle consists initially of 2 meters / shapes and then of 4. The rhythmic recitation is done by the guide with expressiveness and stability.

E.g for the square we have 1,2,3,4= 4/4 (we only intonate 1)

Step 3.

The teacher divides the group into two equal subgroups, which are facing each other, one on the right, the other on the left. Then calls them, for example "A" the one on the right and "B" the one on the left.

The leader, this time recites a particular measure - shape, once and motivates the two groups, sequentially, to repeat it. First, he/ she turns it over to Group A and that in turn to group B , within the flow of rhythm. This dialogue is repeated for eight or twelve times.

The leader , during the development of the activity, can alter the order of the groups in order to keep them alert and increase their interest.

Step 4

The structure of the dialogue can be like this :

1. Leader, Group (A), Group (B) or
2. Leader, Group (B), group (A).

The leader recites rhythmically, varying each time the repetitions of the measure - shape and motivates the two groups, successively, to repeat it. Each time, he/she indicates which group will answer first, meaning which of the two above measures/ shapes will be used.

Applications

Application 1

Part A:

The teacher recites rhythmically the triangle shape-measure :

Leader: **one**-two- three, **one**-two-three(we only intonate 1)

Group answer: **one**-two-three, **one**- two- three

If the team responds successfully to the above dialogue, the teacher enlarges it, adding two more measures-shapes :

Leader: **one**-two-three, **one**-two-three, **one**-two-three, **one**-two-three

Group answer: **one**-two-three, **one**-two-three, **one**-two-three, **one**-two-three

Part B:

teacher recites rhythmically the triangle shape-measure:

Leader: **one**-two-three, **one**-two-three

Group (A) reply : **one**-two-three, **one**-two-three

Group (B) reply : **one**-two-three, **one**-two-three

If the team successfully responds to the above "dialogue", the teacher enlarges it, adding two more measures-shapes :

Leader: **one**-two-three, **one**-two-three, **one**-two-three, **one**-two-three

Group (A) reply : **one**-two-three, **one**-two-three, **one**-two-three, **one**-two-three

Group(B) reply : **one**-two-three, **one**-two-three, **one**-two-three, **one**-two-three .

Part C:

Teacher recites rhythmically once the triangle shape-measure:

Leader: **one**-two-three

Group A reply: **one**-two-three

Group B reply: **one**-two-three

This dialogue is repeated eight or twelve times.

Variation:

Leader: **one**-two-three

Group B reply: **one**-two-three

Group A reply: **one**-two-three

Part D:

The teacher recites rhythmically once the triangle shape-measure :

Leader: **one**-two-three

Group a reply: **one**-two-three

Group B reply: **one**-two-three

Leader: **one**-two-three

Group B reply: **one**-two-three, **one**-two-three

Group A reply: **one**-two-three, **one**-two-three

And so on

Part 3 (E?):

The Teacher recites rhythmically the bar once to a group of three:

Leader: One –Two- Three

Group 'A' replies: **One –Two- Three**

Group 'B' replies: **One –Two- Three**

The above dialogue is repeated eight to twelve times.

Variation:

Leader: **One –Two- Three**

Group 'B' replies: **One –Two- Three**

Group 'A' replies: **One –Two- Three**

Part 4 (F?):

The Teacher recites rhythmically once the triangle bar:

Group 'A' replies: **One** –Two- Three

Group 'B' replies: **One** –Two- Three

Leader: **One** –Two- Three, **One** –Two- Three

Group 'B' replies: **One** –Two- Three, **One** –Two- Three

Group 'A' replies: **One** –Two- Three, **One** –Two- Three Etc.

Application 2

The teacher recites rhythmically once the triangle bar:

Leader: **One** –Two- Three- Four, **One** –Two- Three- Four

Group replies: **One** –Two- Three- Four, **One** –Two- Three- Four

If the group responds with success to the above 'dialogue' the teacher broadens the pattern by two more bars:

Leader: One –Two- Three- Four, **One** –Two- Three- Four, **One** –Two- Three- Four, **One** –Two- Three- Four

Group replies: One –Two- Three- Four, **One** –Two- Three- Four, **One** –Two- Three- Four, **One** –Two- Three- Four

Application 3,4:

The above process is applied with the same way for four, five, six groups.

Debriefing and evaluation

The above applications can be regarded successful when the group responds with punctuality, coordination and the needed expression in order to bring out a vivid character.

Tips, considerations and safety

Tips: The numbering must be precise, clear and punctual chronically as shown by the teacher.

It is important the speed to be adapted to the capabilities of the group, to be feasible for the group, neither too fast nor too slow.

