



# CHAPTER 1

## The dialogue through the rhythmical recitation

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### Activity 2

#### The dialogue of the group/ subgroups in the rhythmical circle

##### Brief description of the exercise

It is a game of dialogue (guide – group, guide – subgroups, see table A) that is performed in a theatrical way, between the guide and the group and later between the guide and the subgroups.

##### Theme

The ability to watch and perform the instructions given in class and the compliance with the rules of the dialogue that is performed in two different ways, such as keeping order in the group game. More than that, the synchronization between the members of the group, the activation of the theatricality and of the experimentation, during the rhythmical recitation of the meter – shape.

##### Age range

As the age rises, so does the difficulty level. We include patterns gradually, according to the group's ability to assimilate information.

##### Materials

Board, marker, question-answer cards (cards that denote negation, question and affirmation).

##### Time

10' - 20'.

##### Psycho pedagogical objectives

1. To facilitate students to develop communicational skills through the synchronization with the whole team and to become an active part of their group through counting altogether.
2. To assist students to follow the teachers' instruction as an individual and as a whole team.
3. To encourage students to retain their attention throughout the whole activity (increase attention/ concentration skills).
4. To develop observational and memory acoustic skills.
5. To experience the importance of group synchronization, through constant speed, during the performance of the exercise.
6. To improve motor coordination capacity, through the combination and timing of movement with pace.
7. 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.
8. To facilitate new forms of connections with peers and promote the spirit/ sense of team through playful and cheering methods



1. To assist students participate actively in whole class and creative activities by developing their own potential/ sense of spontaneity
2. To facilitate the ability of improvisation by overcoming the fear or stress to be exposed to the group.

### **Instructions - General**

The structure of the following dialogue is “guide - group” and then “guide - subgroups” (see table A). The teacher explains to the group 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. To achieve this, the students make a clap steadily, in every beat.

### **Instructions - Steps**

#### **Step 1**

The teacher introduces in the dialogue the use of cards that suggest the way both the teacher and the group will recite with their voices in melody (cards that denote negation, question and affirmation). Then, he/she shows the cards one by one, explains their meaning, discusses with the students how they can recite with their voices in melody and then let them experiment with it.

The teacher takes the role of the “guide” of the team, reciting the meter – shapes rhythmically. The group repeats, in the flow of the circle, with emphasis on “one”. In this exercise the guide starts to count by emphasizing on “one”. He/ she uses steadily one meter – shape, for example the triangle, and alternates the cards that denote negation, question and affirmation, when he/ she realizes the activities are performed successfully in the flow of the rhythm. The rhythmical recitation is performed by the guide with expressiveness and stability. This is repeated in circles. The circle of two meters – shapes.

Afterwards, the teacher in the role of the guide, recites rhythmically the meter – shape twice with the form of a question, while showing to the group the card that will determine the way in which the group will melodically repeat its answer (negative, affirmative or as a question). The repetition is formed in circles of two meters – shapes (see application 1; video 3A, 3B).

#### **Step 2**

The structure of the dialogue is “guide -> subgroup A -> subgroup B” (see table A). The teacher divides the group into two equal subgroups, which are facing each other, one on the right, the other on the left. Then he/she calls them, for example “A” the one on the right and “B” the one on the left.

The guide, this time, recites a meter – shape once and motivates the two groups, sequentially, to repeat after him/ her. First guide turns it over to group A and that guide in turn to group B, in the flow of rhythm. This dialogue is repeated for example, four times (the teacher decides the number of repetitions – preferably an even number).

During the activity, the guide can keep the subgroups awake and intensify their interest either by changing the order in which the subgroups answer or by varying the repetitions of the meter – shape. Every time, the teacher shows which subgroup will answer first.



If the former dialogue is stabilized, the teacher can repeat the second step by using cards that denote negation, question or affirmation. During his/ her own question the teacher shows simultaneously to every group the card it should interpret and shows in a clear way which group should star (see application 2) ( video 4A, 4B).

## Instructions - Applications

### Application 1 (triangle)

After following the process described in step 1 for the introduction and the explaining of the cards, the teacher makes a dialogue with the rest of the group, coloring his/ her voice during the question. In first phase, the group imitates the teacher and in second phase the group colors its recitation according to the card that the teacher shows.

*Guide:* **One** – two – three, **one** – two – three (e.g. in negation style)

*Group answer:* **One** – two – three, **one** – two – three

(Phase 1: according to the negation style of the guide and  
phase 2: according to the card style).

### Application 2 (triangle)

The teacher recites rhythmically the triangle shape – measure:

*Guide:* **One** – two – three, **one** – two – three

*Subgroup A answer:* **One** – two – three, **one** – two – three

*Subgroup B answer:* **One** – two – three, **one** – two – three

The teacher enriches the dialogue with the subgroups, his/her melody voice during the question, and showing one card for every subgroup that shows how it will repeat its recitation.

The former dialogue can be performed if we enrich the structure: guide -> subgroup B -> subgroup A (see table A) and if we vary the repetitions of the meter – shape.

*Guide (in question style):* **One** – two – three, **one** – two – three

*Subgroup A answer (e.g. in negation style):* **One** – two – three, **one** – two – three

*Subgroup B answer (e.g. in affirmation style):* **One** – two – three, **one** – two – three

*Guide (in question style):* **One** – two – three,

*Subgroup A answer (e.g. in negation style):* **One** – two – three

*Subgroup B answer (e.g. in affirmation style):* **One** – two – three

## Evaluation

The success of this activity is based on the level to which the group applies the rules of the dialogue and on the extent to which the group responds with punctuality, coordination and the needed expression in order to bring out a documentary character.

## Tips, considerations

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.