



CHAPTER 1

The dialogue through the rhythmical recitation

Activity 4

How to trust oneself, in the frame of the group.

Brief description of the exercise

The teacher encourages the students to trust themselves and take part in the dialogue between one person and the rest of the group on their own, like a link in the chain of the circle, while the speed changes.

Theme

The cultivation of flexibility for the participation of students to the new structure of the dialogue “the clock”, that demands the understanding and the application of the new rules in different speed levels and the encouragement of every student to make a dialogue with the group as a unit and cooperate reciprocally with his/ her peers.

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

Not required

Time

15’ - 25’

Instrumental and psycho pedagogical objectives

- To keep the flow of the rhythm steady from one student to the next, without stopping, so that the students understand turn taking and reciprocity.
- To cultivate autonomy, respect to and responsibility of being with others, skills that can be acquired through the participation of the students in the dialogue, as units and as a group.
- To improve the ability of students to focus their attention on an activity.
- To cultivate students’ readiness, so that they can react/ act in time.
- To cultivate students’ social intelligence by encouraging them to take into account both the social and musical/ rhythmic framework
- To encourage students better understand the other’s rhythmic/ movement capacities, as well as their weaknesses and difficulties to follow the dialogue/ take part in collective activities
- To realize the importance of individual participation/ contribution for the success of the group’s activity.
- To assist students with or without special educational needs to co-exist and identify their needs and strengths.
- To gain satisfaction and pleasure through participating in whole class playful activities.

This project rhythm4inclusion Erasmus+ ID 2018-1-SE01-KA201-039032 has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Instructions - General

The structure followed in this activity is “the clock” (see table A). The teacher explains to the group the rules of the activity and emphasizes on the need to maintain the initial speed, without stopping the flow of the counting, through successive motion, like the one of the pointers of the clock. The teacher explains that when their turn comes, the students should be vigilant enough to avoid the gaps in counting, during the alternations from the before the following student. Throughout the activity, the group makes a clap at the beginning of every meter – shape.

Instructions - Steps

Step 1

The educator recites rhythmically a meter – shape and asks the students to repeat it successively, when its turn comes, until the last student completes the task. The circle is repeated until its speed and flow are stabilized. The teacher can recite the meter – shape rhythmically in a question style and asks the students to choose on their own the style of their answer (negation, question or affirmation) (see application 1; video 7A, 7B).

Step 2

Later, the teacher maintains the structure of the first step every time his/ her turn comes and introduces a new meter – shape, one time longer from the previous one, that is a triangle – square – pentagon – hexagon – heptagon – octagon in successive order(video 7A, 7B).

Step 3

Afterwards, the teacher recites rhythmically the same meter – shape, in different speed, a bit faster and the former process is repeated (see step 1). In the beginning of every new circle, the teacher increases the speed. If the group responds easily, the teacher can make the rhythmical recitation is question style and can ask the students to choose the style of their answer (see application 2; video 8A, 8B).

Instructions - Applications

Application 1 (triangle)

The teacher recites rhythmically the meter – shape triangle at a slow speed and the students answer successively one by one, as above, from the left to the right:

Guide: One – two – three

Consecutive responses are given by every child in the team, starting from the first on the left and following the direction of the clock hands:

Student 1: One – two – three

Student 2: One – two – three

Student 3: One – two – three

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Last student of the circle: One – two – three

The circle above is repeated at the same speed, if the teacher thinks it is necessary to correct possible weaknesses in performance. Afterwards, the teacher introduces the question style in the recitation and the students the style of question, negation or affirmation in their answer.

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Application 2

Circle 1

Guide: **One** – two – three

Successive answers, from every student of the group, starting from the first at the left and following the flow of the pointers of the clock:

Student 1: **One** – two – three

Student 2: **One** – two – three

Student 3: **One** – two – three

.

.

Last student of the circle: **One** – two – three

Circle 2

Guide: **One** – two – three – four

Student 1: **One** – two – three – four

Student 2: **One** – two – three – four

Student 3: **One** – two – three – four

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Last student of the circle: **One** – two – three – four

Circle 3

Guide: **One** – two – three – four – five

Student 1: **One** – two – three – four – five

Student 2: **One** – two – three – four - five

Student 3: **One** – two – three – four - five

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Last student of the circle: **One** – two – three – four – five

And so on.

Application 3 (triangle)

If the educator realizes that the speed is steady and the flow of the circle doesn't stop, he/she proceeds by reciting the meter – shape triangle in a faster speed. After this level of speed is “acquired”, the teacher introduces a new, bigger speed, etc. If the teacher believes that the group can respond, he/she adds the question style in his/her recitation and asks the students to choose the style of their recitation.



Evaluation

The success of the activity is based on how well speed had been maintained, by all the students of the group, throughout the recitation of the meter - shape.

Tips, considerations

The speed is chosen based on the skills of every group and their ability to maintain the flow of the circle. If the teacher thinks that the group has difficulty to maintain a steady speed, he/she assists by clapping hands at the beginning of each meter – shape. It is important to prevent the group from accelerating continuously, during the transition from one student to the next.