



# CHAPTER 2

## Sounds of the body

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### Activity 2

#### Familiarization with the sounds of the body

##### Brief Description of the exercise

The use of body music patterns, leads the students to familiarization with body sounds and with the body itself, through coordination and cooperation.

##### Theme

The deeper understanding and the familiarization with the body and the sounds of the body, through the successive adding patterns of different meters – shapes, played at different speed levels. Coordinating the team is a challenge as the conditions become more complex.

##### 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

Cards of meters – shapes.

##### Time

15' - 20' per application.

##### Instrumental and psycho educational objectives

- To maintain the flow of the rhythm from one student to the next during the dialogue, without stopping.
- To cultivate students' readiness in order to respond in time.
- To understand the basic principles of rhythm geometry, through repetition and consistency over time
- To be able to combine the alternation of the changes in speed with the body sounds.
- To improve motor coordination ability by combining and synchronizing movement with rhythm.
- To understand the importance of group synchronization by maintaining a constant speed during the exercise.
- To improve students' ability to concentrate and focus their attention on a specific activity.
- To coordinate and guide /manage the team dynamics in a better way  
To understand the importance of the individual participation for the successful achievement of the collective activity/enhance a feeling of shared responsibility
- To enforce a climate of cooperation and teamwork by highlighting and ensuring the pleasure dimension of the activity, as well as the ability to follow rhythmic flow/ alteration.



- To cultivate the self-confidence of all students (with and without difficulties/ vulnerabilities), as well as the ability to take initiatives, and reinforce autonomy and responsibility.
- To discover the variety of sounds that can be produced with the body.
- To cultivate creativity, imagination and the ability of improvisation through the process of combining and restructuring previous knowledge.
- To develop and reinforce the sense of belonging in a team by actively participating in the group activities and keeping pace with others.
- To acquire and develop self – expression skills in joyful activities.
- To acquire a sense of shared 'identity' within the group, provided by a playful character (sounds / movement / rhythm) and accompanied by a climate of pleasure and "joy".
- To develop communicative-interpersonal and emotional attunement, since the actions are not only maintained at the level of teaching the music but are enriched by a dimension of 'mental satisfaction and pedagogical perspective' for all children and especially for students with special educational needs and different needs.
- To motivate all students but especially those who present difficulties in following the team and in actively participating into school activities by becoming productive and communicative.

### **Instructions - General**

In this activity the structure followed is “guide - group”. The teacher places the cards of the meters – shapes in order, in the shape of a climax and shows that this climax can be read from the bottom to the top and vice versa, that is from the triangle (3) to the octagon and vice versa. Afterwards the teacher plays on the body the cards of meters – shapes successively and the group repeats.

### **Instructions - Steps**

#### **Step 1**

The teacher places the cards in order, in the shape of a climax, starting from the triangle to the octagon and explains to the students the logic of their placement or asks them to discover it (every time there comes a new meter, if the unit is added). The teacher can ask the students to help; he/she places the triangle and asks a student to place the next appropriate card etc...

He/ she counts out loud the meter – shape triangle twice and asks the group to repeat in order to achieve the synchronization. The teacher “plays on the body” the meter – shape triangle twice and asks the group to observe in detail what he/ she does and then to imitate his/her moves, keeping the speed steady (the teacher repeats along with the group, if necessary).

Every time the turn of the teacher comes, he/ she changes the meter – shape, from the triangle (3) to the square (4) until the meter – shape octagon (8). The group can see the corresponding card on the board (see application 1; video 21A, 21B).



## Step 2

After the dialogue is done with success, the teacher follows the reverse course of meters – shapes (from 8 – octagon, to 7 – heptagon, to 6 – hexagon etc.) Before the teacher starts, he/ she can show on the board the course of the cards vice versa, from the top to the bottom (see application 2; video 22A, 22B).

## Step 3

As long as this step is accomplished successfully, the teacher combines the previous two steps, from the triangle to the octagon and vice versa, which he/she considers as a circle. He/she shows the course followed by the interpretation of the cards. This time, the dialogue takes place in every meter – shape. Every time the teacher introduces from the beginning the triangle from the new circle to start, he/she increases the speed. The increase of the speed can take place in two, at least, levels distinct from each other (see application 3; video 23A, 23B).

## Instructions - Applications

### Application 1

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

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

### Triangle

*Guide:* **Right foot** – clap – clap, right foot – clap – clap

*Group answer:* Right foot – clap – clap, right foot – clap – clap

### Square

*Guide:* **Right foot** (one) – clap (two) – right thigh (three) – left thigh (four) (repeat 2 times)

*Group answer:* Right foot (one) – clap (two) – right thigh (three) – left thigh (four) (repeat 2 times)

### Pentagon

*Guide:* **Right foot** (one) – clap (two) – clap (three) – right thigh (four) – left thigh (five) (repeat 2 times)

*Group answer:* **Right foot** (one) – clap (two) – clap (three) – right thigh (four) – left thigh (five) (repeat 2 times)

### Hexagon

*Guide: Meter 1:* **Right foot** (one) – left thigh (two) – right side (three) – left side (four) – right chest (five) – left chest (six) (repeat 2 times)

*Group answer:* same

### Heptagon

*Guide:* **Right foot** (one) – right thigh (two) – left thigh (three) – right side (four) – left side (five) – right chest (six) – left chest (seven) (repeat 2 times)

*Group answer:* same

### Octagon

*Guide:* **Right foot** (one) – left foot (two) – right thigh (three) – left thigh (four) – right side (five) – left side (six) – right chest (seven) – left chest (eight) (repeat 2 times)

*Group answer:* same



## Application 2

### **Octagon**

*Guide:* **Right foot** (one) – left foot (two) – right thigh (three) – left thigh (four) – right side (five) – left side (six) – right chest (seven) – left chest (eight) (repeat 2 times)

*Group answer:* same

### **Heptagon**

*Guide:* **Right foot** (one) – right thigh (two) – left thigh (three) – right side (four) – left side (five) – right chest (six) – left chest (seven) (repeat 2 times)

*Group answer:* same

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### **Triangle**

*Guide:* **Right foot** – clap – clap, **right foot** – clap – clap

*Group answer:* **Right foot** – clap – clap, **right foot** – clap – clap

## Application 3

The process above continues in an endless flow, as a circle is supposed to start from the triangle to the octagon (application 1) and from the octagon it is completed to the triangle (application 2). The dialogue takes place in every meter – shape (one meter – shape by the guide and one by the group). Every time a new circle starts, the speed raises one level by the teacher and remains stable during the circle.

## Evaluation

In this activity the teacher evaluates the degree to which the student has familiarized with the concept of meter, while performing with the sounds of the body. It is important that the student understands the variety and the diversity of the quality of the sounds and the interest that comes of when these sounds are put into the meters – shapes. The discipline and the ease during the performance of the applications help the student conclude the effectiveness of the application above.

## Tips, considerations

The quality of the sounds that comes of those moves/ tapings on the body depends on the way the tapings are formed. The body should be in its regular attitude, either in sitting place or stood up. The dancing dimension of the moves, without tension and extravagance helps the process to function in a better way. Any pressure to produce each sound is not desired. The group play of sounds can give the application a different dynamic. The teacher seeks throughout the activities, the best possible synchronization of body sounds with the basic pulse (beat).