



# CHAPTER 3

## Singing the rhythm with konnakol syllables

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### Activity 1

#### The recitation of rhythm using konnakol

##### Brief Description of the exercise

The students learn to recite the rhythmic – syllabic system konnakol through the dialogue with the structure “guide – group” (see table A). During the dialogue between the group and the teacher, the recitation flows if the group has been familiarized with this system.

##### Theme

The precise, clear, and synchronized utterance of the konnakol syllables from the group and the subgroups in the flow of the rhythm and the connection of that system to the previous knowledge acquired.

##### 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

Konnakol cards of meters – shapes.

##### Time

10’ - 20’

##### Instrumental and psycho educational objectives

- To perform the rhythmical meter - shape with syllables.
- To coordinate movement with speech.
- To practice memory skills.
- To match the image with verbal phrases.
- To cultivate self - concentration and readiness.
- To develop active listening.
- To improve speech articulation
- To reinforce the sense of self-competence by improving all the above activities in a certain degree/ by positively responding to the effort of participation/ contribution

##### Instructions – General

In this activity the structure “guide – group” is used at first and then the structure “guide – subgroups” (see table A). The teacher asks the group to observe the syllables and then pronounce them clearly.

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## Instructions – Steps

### Step 1

The structure of the dialogue is “guide – group”, but not in the flow of the rhythm. The teacher presents the picture of every shape and recites the syllables that are written in the corners of the shape, while showing them (see table B, application 1). The students are asked to repeat to get familiarized with the articulation (Video 27A, 27 B).

### Step 2

The dialogue “guide – group” takes place, while the rhythm flows. The teacher presents the picture of every shape and recites it twice, the first-time numbering and the second using konnakol, while showing simultaneously the corners of the shape or the syllables shown in the shape and asks the group to repeat them. In the beginning of every meter, if students are sitting, they kick their right foot down and if they are standing up, they make a clap (see application 2; Video 28A, 28B).

### Step 3

The structure of the dialogue is “guide – group. The teacher recites a meter – shape triangle once and the students to repeat, so as to get in the flow of the rhythm. Then he/she recites the meter – shape triangle using konnakol, shows the corresponding card and asks the students to repeat after him/ her, in the flow of the dialogue. The teacher alternates successively the meters – shapes (triangle – square – pentagon etc.). Students are making a clap or tap on the floor every time they reach the beginning of the meter (see application 3; Video 29A, 29B).

### Step 4

The structure of the dialogue is “guide – group. The teacher combines the konnakol recitation with one meter in pause. Every time that his/her turn comes, he/ she uses a new meter-shape, one beat bigger than the previous one (triangle – square – pentagon etc.). He/she recites the meter – shape triangle in konnakol once and then he/she counts the meter – shape silently and articulates the syllables without sound, while showing the counting with the fingers during the pause. He/she opens up the thumb in the first syllable, the index finger in the second and so on. At the first meter the teacher claps his/her hands at “one” (but doesn’t do the same at the second meter). In the flow of the rhythm, the group is asked to repeat. (See application 4; Video 30A, 30B).

### Step 5

The structure “guide - subgroups” is followed in this step. The teacher recites in medium speed a meter – shape in konnakol once and motivates the two subgroups to repeat it successively. Group A starts and group B comes next in the flow of the rhythm. Every time the turn of the teacher comes, he/she introduces a new meter – shape gradually, in the flow of the rhythm. At first, he/she increases the meters – shapes by one, i.e. a triangle – square – pentagon etc. Afterwards, he/ she introduces the meters – shapes in random order. During the activity it is possible to change the order of the groups to maintain their interest and their vigilance.

Without stopping the flow, the teacher introduces the same rhythmical meter – shape once, more quickly, and increases the speed considerably. The procedure mentioned is repeated, until the speed the guide introduces becomes so fast that the groups cannot respond (see application 5; Video 31A, 31B).



## Instructions - Applications

### Application 1

#### Activity 1

Table B

Dot	1	Da
Line segment	1 – 2	Ta – ka
Triangle	1 – 2 – 3	Ta – ki – ta
Square	1 – 2 – 3 – 4	Ta – ka – di – mi
Pentagon	1 – 2 – 3 – 4 – 5	Da – di – gi – na – dum
Exagon	1 – 2 – 3 – 4 – 5 – 6	Ta – re – ki – ta – ta – ka
Heptagon	1 – 2 – 3 – 4 – 5 – 6 – 7	Da – ta – re – ki – ta – ta – ka
Octagon	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8	Ta – ka – di – mi – ta – ka – ju – no

#### Activity 2

The teacher presents two cards – shapes, one with numbering and one with konnakol and recites them, while showing on the shape the numbers or the syllables.

#### Application 2 (Line segment)

*Guide: One – two, Ta – ka.*

*Group answer: One – two, Ta – ka.*

#### Application 2 (Triangle):

*Guide: One – two – three, Ta – ki – ta.*

*Group answer: One – two – three, Ta – ki – ta.*

#### Application 2 (Square):

*Guide: One – two – three – four, Ta – ka – di – mi.*

*Group answer: One – two – three – four, Ta – ka – di – mi.*

#### Application 2 (Pentagon):

- *Guide: One – two – three – four – five, Da – di – gi – na – dum.*



Group answer: **One** – two – three – four, **Da**– di – gi – na – dum.

**Application 2 (Hexagon):**

Guide: **One** – two – three – four – five – six, **Ta** – re – ki – ta – ta – ka

Group answer: **One** – two – three – four – five – six, **Ta** – re – ki – ta – ta – ka

**Application 2 (Heptagon):**

Guide: **One** – two – three – four – five – six – seven, **Da** – ta – re – ki – ta – ta – ka

Group answer: **One** – two – three – four – five – six – seven, **Da** – ta – re – ki – ta – ta – ka

**Application 2 (Octagon):**

Guide: **One** – two – three – four – five – six – seven – eight, **Ta** – ka – di – mi – ta – ka – ju – no.

Group answer: **One** – two – three – four – five – six – seven – eight, **Ta** – ka – di – mi – ta – ka – ju – no.

**Application 3**

The teacher replaces the numbering of the 2nd application with konnakol and recites the a meter – shape in konnakol, in the structure of the dialogue “guide - group” and the group imitates him/ her. The teacher adds gradually the new meter – shape, in the flow of the rhythm, that is a triangle – square – pentagon etc.

**Application 3 (Line segment):**

Guide: **Ta** – ki – ta, **Ta** – ki – ta.

Group answer: **Ta** – ki – ta, **Ta** – ki – ta.

Guide: **Ta** – ka – di – mi, **Ta** – ka – di – mi

Group answer: **Ta** – ka – di – mi, **Ta** – ka – di – mi

And so on

**Application 4 (triangle with pause):**

Guide: **Ta** – ki – ta, **one meter in pause** (the teacher articulates the syllables without sound, while showing simultaneously the numbering using fingers: thumb **ta** – index finger ki – middle finger ta).

Group answer: **Ta** – ki – ta, **one meter in pause** (the teacher articulates the syllables without sound, while showing simultaneously the numbering using fingers: thumb **ta** – index finger ki – middle finger ta).

The applications for the rest of the meters – shapes combined with silenced meters are done in the same way as described in application 2.



### Application 5 (triangle with subgroups)

The teacher recited rhythmically the meter – shape triangle, in slow motion:

*Guide: Ta – ki – ta*

*Subgroup “A” answer: Ta – ki – ta.*

*Subgroup “B” answer: Ta – ki – ta*

*Guide: Ta – ka – di – mi*

*Subgroup “B” answer: Ta – ka – di – mi*

*Subgroup “A” answer: Ta – ka – di – mi*

Later, the teacher recites the dialogue above, increasing gradually the speed in a distinct level, at every beginning of this structure and changing the order of the subgroups in the dialogue.

*Guide: Ta – ki – ta*

*Subgroup “A” answer: Ta – ki – ta*

*Subgroup “B” answer: Ta – ki – ta.*

The applications for the rest of the meters – shapes are done in the way described in application 2.

### Evaluation

In this activity the teacher can evaluate the clarity of the articulation of konnakol and the extent to which it is related to the knowledge acquired by the students. The teacher also notices how concentrated the students are depending on the precise duration of the pause and their readiness to recite in konnakol when their turn comes.

### Tips, considerations

It is important that the syllables are recited with expressiveness, a target feature for the group. To achieve this, awakening and cultivation of the innate tendency of the students for imitation is demanded.