



CHAPTER 3

Singing the rhythm with konnakol syllables

Activity 2

The maestro ‘colors’ the konnakol recitation

Brief Description of the exercise

The konnakol recitation is colored by the change in volume of the voice in five different ways, through reading cards or through games of imitating the guide and happen in the dialogue with the structure “guide – group” and “guide – subgroups” (see table A).

Theme

The ability of the students to express with synchronization, flexibility, and plasticity the changes in the volume of the recitation, according to the suggestions of the teacher or the volume card that the students are asked to interpret.

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

Volume cards

Time

20’ - 25’

Instrumental and psycho educational objectives

- To cultivate the ability to control the volume of the voice and to realize that the change in the volume of the voice is a means of expression.
- To enhance observation and the ability to imitate.
- To be able to change gradually and with plasticity in sound’s volume levels.
- To practice different skills at the same time.



Instructions – General

In this activity the structures used in the dialogue are “guide – group” and “guide – subgroups” (see table A). The dialogues are conducted in circles that come successively and last for 4 meters – shapes. The cycle of 4 meters is repeated approximately 2 to 3 times or more, if needed. The students keep a steady pace, making steps on the spot in all the following activities.

In the following steps, concepts related to volume will be introduced: low, high, medium, gradual increase and decrease of volume. The teacher introduces a new concept or a combination of concepts, if the group has already understood what has been explained.

Every concept corresponds to a card. Before starting the konnakol recitation, the teacher shows to the students the five cards and explains to them the meaning of each card. During each activity, every time the volume is changed by the teacher, the corresponding card is showed.

Instructions – Steps

Step 1

The structure used in the dialogue is “guide – group” (see table A) and it is repeated once or twice, every time the type the volume changes. At first, the guide presents the volume cards “low”, “medium”, “high” and discusses with the students about them.

He/she asks the group to keep the speed steady with steps on the spot and uses the meter- shape triangle. Then, he/she shows the volume card “low”, recites rhythmically using konnakol, four meters – shapes in low volume and asks the group to repeat, in the flow of the circle, emphasizing on “one”.

Afterwards, the guide shows the volume card “medium” recites four meters – shapes in konnakol in high volume and asks the group to repeat, as described above.

In the same way, the guide shows the volume card “high” recites four meters – shapes in konnakol in medium volume and asks the group to repeat, as described above.

In the end, high, medium and low volume alternate in random order, by alternating the corresponding volume cards (see application 1; video 32A, 32B).

Then, the guide can replace cards with the signs of his/her hands (see application 1) (video 33B).

Step 2

The structure used in the dialogue is “guide – group” (see table A). The guide asks the group to keep the speed steady with steps on the spot. He/she shows the volume card “gradually high”, recites rhythmically 4 meters – shapes using konnakol as described below and asks the group to repeat, in the flow of the circle, emphasizing on “one”. The recitation of the first meter starts low and the volume rises gradually, as the rest of the meters are being recited. At the fourth – and last – meter of the recitation, the volume must have reached a high level (gradually high). The guide recites rhythmically with expressiveness and stability. In order to describe the gradual raising of the volume in a more theatrical way, the teacher can “rise” up gradually one or both hands (video 34a).



As long as the group has succeeded at accomplishing the task and while the rhythm flows, the guide, shows the volume card “gradually low”, recites in konnakol four meters with the exact opposite way. The guide, in other words, starts the recitation in an extremely high level and gradually decreases the volume, until it becomes low in the last meter (gradually low). In the same way, the guide can use on or both hands to lead the group (move: up – down). The guide can then mix both ways asking the students to imitate him/ her (see application 2; video 34b).

The guide then mixes both ways asking the students to imitate him/her (“gradually high” video 34c; “gradually low” video 34d).

Step 3

The teacher has introduced so far five different concepts regarding volume. All of them are included in the dialogue with the structure “guide – subgroups” (see table A). The group is divided in two subgroups, as described in the first chapter.

The guide recites four meters in konnakol to help the group synchronize in a certain speed. Afterwards, the teacher takes the role of the conductor and leads the subgroups during the recitation in konnakol, as regards the volume, without interfering with his/ her recitation. The guide gives his/her turn to group A which also gives its turn to group B in the flow of the rhythm. After the subgroups have become familiarized with the fluctuation of the volume, their turn can change in the dialogue. The volume changes from one group to the next, according to what the teacher suggests, in a certain sequence. The volume can change

1. from low to low or gradually high and
2. from high to high or gradually low.

(See application 3; video 35A- 35B).

Step 4

The structure used in the dialogue is “guide – group” (see table A). The teacher recites in konnakol four meters – shapes of the triangle and asks the group to repeat making a clap in the beginning of the meter, in order to have a better coordination.

For four meters, the group pauses the recitation, makes only a clap in the beginning of the meter and counts silently (the teacher helps by reciting in konnakol silently and by articulating the syllables without sound while simultaneously showing with the fingers how to count during the pause, if necessary). During the pause, the teacher shows a volume card, that the group should look and prepare for its interpretation.

As the pause ends, the group recites the four meters in konnakol, in the volume that the card has showed. If the group finds difficulty in understanding any card, the teacher can repeat it (see application 4; video 36A, 36B).



Instructions – Applications

Application 1 (triangle)

Low:

Guide (low): **Ta – ki – ta, Ta– ki – ta , Ta – ki – ta, Ta– ki – ta**

Group answer(low): **Ta – ki – ta, Ta– ki – ta , Ta – ki – ta, Ta– ki – ta**

The guide repeats two to three times.

High:

Guide (high): **Ta – ki – ta, Ta– ki – ta , Ta – ki – ta, Ta– ki – ta**

Group answer(high): **Ta – ki – ta, Ta– ki – ta , Ta – ki – ta, Ta– ki – ta**

The guide repeats two to three times.

Medium:

Guide (medium): **Ta – ki – ta, Ta– ki – ta , Ta – ki – ta, Ta– ki – ta**

Group answer (medium): **Ta – ki – ta, Ta– ki – ta , Ta – ki – ta, Ta– ki – ta**

The guide repeats two to three times.

Subsequently the teacher alternates the former dialogues randomly.

Application 2 (triangle)

Gradually high (low to high):

Guide (gradually high): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Group answer (gradually high): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

The guide repeats two to three times.

Gradually high (high to low):

Guide (gradually low): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Group answer (gradually low): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

The guide repeats two to three times.

Subsequently the teacher alternates the former dialogues randomly.

Application 3 (triangle)

The sequence for the fluctuation of the volume is the following:

Low -> low -> gradually high -> high -> high-> gradually low -> low

High -> high-> gradually low-> low-> low-> gradually high-> high

Guide (introduces the speed): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Subgroup “A” (low): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Subgroup “B” (low): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Subgroup “A” (gradually high): **Ta – ki – ta, Ta– ki – ta , Ta – ki – ta, Ta– ki – ta**

Subgroup “B” (high): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Subgroup “A” (high): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Subgroup “B” (gradually low): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

Subgroup “A” (low): **Ta – ki – ta, Ta– ki – ta, Ta – ki – ta, Ta– ki – ta**

And so on.



Application 4 (triangle)

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

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

The guide shows later the volume card, while counting silently with the groups that makes a clap in the beginning of every meter in the volume “suggested” from the card, “gradually high” for example.

Guide – group (silent counting from both of them, while the teacher can help by showing with the fingers and simultaneously showing the volume card):

Ta – ki – ta, **Ta**– ki – ta , **Ta** – ki – ta, **Ta**– ki – ta.

Group (gradually high): **Ta** – ki – ta, **Ta**– ki – ta, **Ta** – ki – ta, **Ta**– ki – ta.

Evaluation

During the activity, the teacher monitors how vividly the students are able to notice the changes in the volume of the sound. The aim is to adapt quickly to the changes, according to the guide’s instructions.

Furthermore, the teacher notices from the way the students correspond to the steps, if they have matched and memorized the cards (step 1), if they are concentrated, even during the pauses, where silenced recitation is required (step 2) and if they can cope with the coordination of the movement with the “colorized” recitation (step 3).

Last but not least, through the game of volume alternations, the teacher evaluates the atmosphere of teamwork, cooperation and coordination between the members of the group.

Tips, considerations

The change in the levels of volume should be felt so that it can easily be distinguished from the students and performed with representation. During the guidance in application 3, the teacher should be clear in his instructions and introduce them a bit earlier that the moment they will be performed from the students, at the end of the previous meter.