



CHAPTER 3

Singing the rhythm with konnakol syllables

Activity 3

The student – conductor in the game of different volumes

Brief Description of the exercise

Every student in the clock takes the role of the conductor and leads the group in accordance with the volume level of the recitation showed in the card, received from the teacher.

Theme

Every student takes a leadership role as a conductor and recites in a theatrical way, but also coordinates and synchronizes the group to follow the dialogue with the student – conductor.

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

15' - 25'

Instrumental and psycho educational objectives

- To cultivate trust and cooperation between the members of the group.
- To develop responsibility and the ability to take initiatives.
- To cultivate creativity and fantasy.
- To improve the ability to describe/ express themselves/ their feelings in a lively, representative and theatrical way, using and combining body movements and facial expressions.
- To reinforce the students' self – esteem, by supporting their initiatives and accepting their effort to express themselves
- To enhance the capacity/ ability for mentalization/ symbolization (a basic and critical skill for the full psychosocial development /emotional integration of children)

Instructions – General

In this activity, the structure of the dialogue is “the clock with the student as the guide” (see table A). All the students become conductors successively. For four meters, the students recite in konnakol the volume card given by the teacher and then the group repeats.



Instructions – Steps

Step 1

The teacher shows the volume cards to the students and asks them to show “high”, “low”, “gradually low” and “gradually high” in a clear and intelligible way.

He/ she explains the rules of the activity to the group and gives to every student one volume card (the meter – shape can vary or not, depending on the age and the abilities of the group). The teacher asks the student to open the card, to see it and place it in front of him/her. A certain amount of time is given to the students in order to prepare the way they will chose to guide the group.

The teacher recites in konnakol four meters – shapes and asks the group to repeat for as much time as needed, in order to coordinate in a suitable speed.

Subsequently, the first student – conductor recites four meters – shapes according to her volume card in konnakol (the volume of the recitation in konnakol depends on the card). The student – conductor should show to the group the starting point of the recitation in a clear and vigilant way and with the help of hands and notions.

The role of the conductor is taken by the next student in the clock, who interprets the card given and then coordinates the group, until the turn of the last student of the group has come. The teacher in this activity is asked to encourage every student to take a leading role (video 37A, 37B).

Instructions – Applications

Application 1 (Triangle)

The group is guided successively from the student who takes the role of the conductor. The student – conductor interprets his/her card and leads the group in a similar way, for example “gradually high”. During the application, the group keeps the pace steady with steps on the spot:

Guide (with pacing): **Ta** – ki – ta, **Ta**– ki – ta, **Ta** – ki – ta, **Ta**– ki – ta.

Group answer (with pacing): **Ta** – ki – ta, **Ta**– ki – ta, **Ta** – ki – ta, **Ta**– ki – ta.

1st student – conductor (gradually high):

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

Group (gradually high), under the guidance of the 1st conductor:

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

2st student – conductor (gradually low):

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

Group (gradually low), under the guidance of the 2st conductor:

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

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Last student – conductor (low):

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

Group (gradually low), under the guidance of the last conductor:

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

Evaluation

The success of the activity is based on the vigilance and the theatricality of the student – conductor, on the enhancement of self-confidence and the trust the student feels for the group, in order to express freely, but also from the readiness and the coordination of the group

Tips, considerations

While describing the steps, the teacher should give clear instructions, not to lose extra time to the coordination of the activity. At the first step the students show in trial the different volume levels and the teacher checks out if this is accomplished in an intelligible and clear way.