



CHAPTER 3

Singing the rhythm with konnakol syllables

Activity 4

The konnakol cards of emotions

Brief Description of the exercise

At first this is a game of dialogue and expression of emotions between the teacher and the group and in second place, between the two subgroups, in which the members of the group are divided.

Theme

In this activity the students are given the chance to enrich the game of the rhythm through expressing their emotions.

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 emotions.

Time

10' – 20'

Instrumental and psycho educational objectives

- To perceive the importance of group synchronization through keeping a steady speed during the exercise.
- To improve the ability for motor coordination through the combination and the synchronization of the movement with the rhythm.
- To coordinate the group in a more effective way and help students understand the basic principle of the geometry of rhythm, through the repetition and the consistency in time.

Instructions – *General*

The dialogue in this activity has the structure “guide - group” (see table A). The teacher explains to the group the rules of the activity. The game of the dialogue demands expressiveness and concentration.



Instructions – Steps

Step 1

The teacher presents the cards of emotions (happiness, sadness, surprise, fear, anger) to the students, asks them to guess to which emotion each card corresponds to and then to notice the characteristics of each image – card and imitate him/her using facial expressions. The teacher discusses with the students how they can express each card – emotion with their voice or with the body movements and asks them to experiment.

Afterwards, the teacher initiates a dialogue with the structure “guide - group” (see table A). He/she picks up by chance every time a konnakol card of emotions of any meter – shapes (e.g. triangle - happiness) and while showing it to the group, he/she recites it twice and asks for imitation. The teacher uses and exposes another card with a different emotion (e.g. triangle - sadness), when he/she realizes the previous card is performed with success in the flow of the rhythm (video 38A, 38B).

Step 2

Later, the teacher, in the role of the guide, recites in konnakol every meter – shape twice in the form of question (e.g. triangle, while showing to the group the card of emotions for surprise). The group answers, reciting in konnakol the meter – shape triangle in a surprise style (as the card shows), in the flow of the circle (video 39A, 39B).

Instructions – Applications

Application 1 (triangle)

After following the procedure described in the first step for the introduction and the interpretation of the konnakol cards of emotions, the teacher makes the following dialogue.

Guide (he/she shows and recites the konnakol triangle – happiness): **Ta – ki – ta, Ta – ki – ta**
Group answer (recitation of konnakol triangle – happiness): **Ta – ki – ta, Ta – ki – ta**

Guide (he/she shows and recites the konnakol triangle – sadness): **Ta – ki – ta, Ta – ki – ta**
Group answer (recitation of konnakol triangle – sadness): **Ta – ki – ta, Ta – ki – ta**

Application 2 (triangle)

Guide (recites with question style and shows the konnakol card of triangle – surprise): **Ta – ki – ta, Ta – ki – ta**
Group answer (konnakol recitation of triangle – surprise): **Ta – ki – ta, Ta – ki – ta**

Guide (recites with question style and shows the konnakol card of square – fear): **Ta – ka- di- mi, Ta – ka- di- mi,**
Group answer (konnakol recitation of square – fear): **Ta – ka- di- mi, Ta – ka- di- mi**

And so on



Evaluation

The success of this activity is judged by the ability of students to distinguish and express their emotions with expressiveness and theatricality, in a coordinated and way. The teacher evaluates the atmosphere of teamwork, cooperation, enjoyment as well as the degree of involvement to the procedure of the students that present introversion and difficulty to express themselves.

Tips, considerations

The numbering should be precise, clear and consistent to the time frame the teacher indicates. It is important that the speed is adjusted to the potential of the group, so as not to be neither fast nor slow, but easy to follow. The teacher encourages the students to interpret the cards of emotions, by creating an atmosphere of safety and trust.