



CHAPTER 3

Singing the rhythm with konnakol syllables

Activity 5

The student – conductor of emotions

Brief Description of the exercise

Every student in “the clock with the student as the guide” takes the role of the conductor and interprets the card of feelings given by the teacher and the leads the group in order to imitate him/her.

Theme

The cultivation of trust of the student – conductor for himself/herself and of the members of the group for the conductor. The familiarization with the recognition and the expression of emotions as well as the group expression through participation in the game.

Age range

As the age rises, so does the difficulty level. We include patterns gradually, according to the group’s ability to assimilate information. This activity can be performed with the use of only one meter – shape and with the alternation of the emotions with younger students.

Materials

Cards of emotions

Time

15’ – 25’

Instrumental and psycho educational objectives

- To improve the ability of students to make documentary and theatrical descriptions, by using and combining body moves and facial expressions
- To cultivate creativity and imagination, by supporting/ guiding spontaneity and expression within a specific framework
- To develop responsibility and the ability to take initiatives.
- To cultivate trust and cooperation between the members of the group.
- To boost student’s self-esteem.
- To integrate somatic and psychic experiences



Instructions – General

In this activity, the structure followed in the dialogue is “the clock with the student as a guide” (see table A). Every student takes a leading role and interprets the emotions, while encouraging the group to repeat. The dialogue takes place every two meters – shapes. The group keeps the pace steady by making steps on the spot.

Instructions – Steps

Step 1

The dialogue has the structure “the clock with the student as the guide” (see table A). The teacher explains to the group the rules of the activity and hands out a card of emotions to every student (of any kind of meter – shape) and places it right in front of him/her. The teacher asks to open and see the card and put it back closed. The teacher gives time to the students to prepare the interpretation of their card, the teacher recites two meters – shapes in konnakol with pacing and asks the group to repeat, in order to coordinate in the appropriate speed.

The student – conductor subsequently recites his/her card for two meters – shapes (e.g. triangle – anger), while the group keeps the pace steady with steps on the spot. Immediately after that, the student – conductor directs the way of the recitation of the group in konnakol, according to the card of emotions. The next student in the clock takes the role of the conductor (e.g. square – happiness), interprets the card and then leads the group, until the last student completes. The student – conductor should be vigilant, in order to interpret the card on time and with clarity and should also show in a very clear way to the group the start and the way of the recitation with the help of hands or notions.

In this game, the teacher encourages every student to take a “leading role”. Alternatively, the teacher can give the students the possibility to choose to interpret whatever feeling they want (happiness, sadness, surprise, fear, anger), without the use of cards (see application 1) (video 40A, 40B).

Instructions – Applications

Application 1 (triangle)

The group is guided successively, from each student of the group who takes the role of the conductor in the clock. The student – conductor interprets the card and leads the group in a similar way, for example triangle – anger. During the application, the group keeps the pace steady with steps on the spot.

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

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

*First student – conductor (e.g. triangle – anger): **Ta** – ki – ta, **Ta**– ki – ta*

*Group (triangle - anger), under the guidance of the first conductor: **Ta** – ki – ta, **Ta**– ki – ta*



Second student – conductor (e.g. square – happiness): Ta – ka – di – mi, Ta – ka – di – mi

Group (square – happiness), under the guidance of the second conductor: Ta – ka – di – mi, Ta – ka – di – mi

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Last student – conductor (e.g. pentagon – fear): Da – di – gi – na – dum, Da – di – gi – na – dum

Group (pentagon – fear) under the guidance of the last conductor: Da – di – gi – na – dum, Da – di – gi – na – dum

Evaluation

The success of the activity is judged by the disposition of the students for participation and extroversion, by the vigilance and the presence of the student – conductor, but also by the readiness and the synchronization of the group. Through this activity the teacher can evaluate issues like whether the confidence of the student – conductor in himself/herself is built, whether the self confidence is improved as well as whether the group's trust in the conductor's possibilities has increased.

Tips, considerations

While describing the steps, the teacher should give clear instructions, so as not to waste time coordinating the activity.