



CHAPTER 3

Singing the rhythm with konnakol syllables

Activity 6

Dialogue of the interaction of the student – robot with the group

Brief Description of the exercise

Through the dialogue with the structure “the clock with the student as the guide” (see table A), every student takes a leading role and plays with body sounds in patterns he/ she interprets in different ways (with a variety of emotions and volumes or with a style of negation, affirmation or question). The group answers either with the corresponding patters of body sounds or with konnakol and “colors” it in the different ways mentioned above.

Theme

The reuse and the combination of the former knowledge through the dialogue of interaction between the teacher and the group, the cultivation of the ability to observe and to concentrate, as well as the development of the skill of the students to cope with two or more activities simultaneously.

Age range

The teacher can grade the difficulty levels according to the age level and then with the level of the class. Specifically, the teacher can introduce:

- All the meters – shapes and combine them with one or more cards (cards that denote emotions or/and volume).
- Some of the meters – shapes and combine them with one or more cards (cards that denote emotions or/and volume).
- All the meters – shapes and combine them with one or more cards (cards that denote emotions or/and volume).

Materials

Cards of emotions and volume cards.

Time

15' - 25'

Instrumental and psycho educational objectives

- To maintain the flow of the rhythm during the dialogue.
- To reinforce students' memory skills and improve their ability to focus their attention.
- To cultivate students' readiness to react on time.
- To cultivate the ability to take initiatives and connecting with others

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- To enhance a climate of cooperation and collective work/ sense of group participation.
- To cultivate the self-confidence of all students (with and without SEND/ vulnerabilities).
- To cultivate students' creativity, imagination, and their ability for improvisation.
- To cultivate students' autonomy and responsibility.
- To help all students realize the importance of individual participation for a successful group activity.
- To enhance/ reinforce the connection of students with SEND/vulnerabilities with those without (overall goal)
- To reinforce classroom inclusion of all students and improve the whole classroom climate (overall goal)
- To reinforce students' productivity/ motivation/ potential to learn and participate in school activities (overall goal)
- To train / support/ allow teachers to develop specific psychosocial and creative teaching skills (overall goal)
- To modify school culture and teachers' attitudes /mentality towards innovative methods of leading classroom activities/ managing classroom dynamics/ improve and enrich their teaching methods and enhance their students' learning motivation (overall goal)

Instructions – General

The structure followed in this activity is “the clock with the student as the guide” (see table A). The body sounds are used and combined with the konnakol recitation and almost all the groups of cards we have introduced so far (cards of emotions, volume cards). Now, the student has two roles. At first the student “claps on the body” four meters – shapes, according to the konnakol card he/she has received and in the next four meters, the student expresses with robotic moves of the body and the face, the kind of the card (about emotion or volume). Every movement of the student – robot corresponds to one pulse – beat. The student is asked to show the kind of the card with as much expressiveness as possible, so that the group can express the card through konnakol recitation in the next four meters.

To sum up, the dialogue in the clock is performed every twelve meters – shapes, with the following structure:

- For the first four meters - shapes: (meter – shape 1 - 4): the student – guide plays only with body sounds the two meters – shapes, according to the konnakol card (here the student interprets the card only as regards the meter – shape).
- For the next four meters – shapes: (meter – shape 5 – 8): the student – guide becomes robot and interprets the card as regards its kind (about emotion or volume) for four meters – shapes simultaneously with the rest of the group members. The group imitates the first four meters the student – guide has played with sounds of the body and at the same time watches the student – guide interpret the meters – shapes, according to the way suggested by the card.
- For the next four meters – shapes: (meter – shape 9 – 12): the group recites four meters – shapes in konnakol, according to the way the guide interprets meters – shapes 5 – 8.
- Before the next student starts, the group keeps the speed steady with steps on the spot, for as much time needed so as the student to get ready.



Instructions – Steps

Step 1

The teacher distributes to all students one konnakol card and asks them to see their card and try to interpret it by using the corresponding pattern with body sounds (see chapter 2). The teacher encourages the students to work in groups of two with mutual help. If the students find difficulty in remembering the cards, the teacher helps them, until he/she is sure that every student is able to interpret the meter – shape of its card. If necessary, the teacher shows all the candidate cards and reminds the students the interpretation of the cards (as regards the patterns with the sounds of the body and the kind of each card), before distributing them.

Step 2

The teacher shows the pulse – beat, according to the meter – shape of the card of the first student of the clock, counting, for example, four times, until 3, if the shape is triangle, in medium speed or alternatively he/she asks the group to keep the speed steady with steps on the spot.

The dialogue has the structure “the clock with the student as the guide” (see table A). Every student independently in the circle takes successively “the role of the guide” and “claps on the body” four meters – shapes of the card in front of him/her. The group repeats, while noticing simultaneously the student – guide interpret his/her card (about emotion or volume) with robotic movements. Afterwards, the group adopts the way the student – robot interprets four times the meter – shape of the card and recites it with konnakol. The meter – shape should be understood by the group, during the first eight meters. Before the second student starts, the group keeps the speed steady with steps on the spot, for as much time needed so as the student to get ready. The dialogue is continued, until the last student completes his/her turn.

In case the structure of the activity is very difficult for the group, the teacher can make the process easier if, for example, he/she asks the student – guide to count out loud the moves he/she makes, while “playing on the body” the first four meters – shapes (video 41A, 41B).

Instructions – Applications

Application 1

1a) Patterns with sounds of the body

- **Triangle: Right foot** – clap – clap or **Right foot** – left foot – clap.
- **Square: Right foot** (one) – clap (two) – right thigh (three) – left thigh (four).
- **Pentagon:** (one) – clap (two) – clap (three) – right thigh (four) – left thigh (five).
Or
Clap (one) – right chest (two) – left chest (three) – right chest (four) – left chest (five).
Or
Right foot (one) – right thigh (two) – left thigh (three) – right side (four) – left side (five).
- **Hexagon: Right thigh** (one) – left thigh (two) – right side (three) – left side (four) – right chest (five) – left chest (six).



- **Heptagon: Right foot** (one) – right thigh (two) – left thigh (three) – right side (four) – left side (five) – right chest (six) – left chest (seven).
Or
Clap (one) – right chest (two) – left chest (three) – right side (four) – left side (five) – right thigh (six) – left thigh (seven).
- **Octagon: Right foot** (one) – left foot (two) – right thigh (three) – left thigh (four) – right side (five) – left side (six) – right chest (seven) – left chest (eight)
Or
Right chest (one) – left chest (two) – right side (three) – left side (four) – right thigh (five) – left thigh (six) – right foot (seven) – left foot (eight)

1b) Konnakol (see table B)

1c) Kinds of interpretation:

- Question, negation, affirmation.
- Emotions: happiness, sadness, surprise, fear, anger
- Volume: low, gradually low, high, gradually high

Application 2 (triangle)

The teacher recites steadily two meters – shapes to coordinate the group. The first student in the row, at the left of the teacher, starts to interpret the card in front of him/her (e.g. meter – shape triangle with the emotion of happiness). The group answers, at first, with body sounds and later with konnakol.

Teacher: One – two – three, One – two – three, One – two – three, One – two – three

Meters – shapes 1 – 4:

Student – guide 1: Right foot – clap – clap, Right foot – clap – clap, Right foot – clap – clap, Right foot – clap – clap

Meters – shapes 5 – 8:

Student – robot – guide (interpretation with the emotion of happiness):

Right foot – clap – clap, Right foot – clap – clap, Right foot – clap – clap, Right foot – clap – clap

The group answers by imitating the guide from the meters – shapes 1 and 2, while watching the student – guide interpret the meters – shapes in the way suggested by the card.

Group answer 1: Right foot – clap – clap, Right foot – clap – clap

Meters – shapes: 9 – 12:

The group answers for the second time, along with the student – guide, according to the way the guide interprets the meter – shape 3 and 4, by expressing the emotion of happiness.

Group answers 2: Ta– ki – ta, Ta– ki – ta, Ta– ki – ta, Ta– ki – ta.

The rest of the students – guides take their turn in the flow of the clock, making a dialogue with the group according to the structure explained previously until the turn of the last student comes.



Evaluation

The success of the activity is determined by the way the student – guide makes a recitation and by the success of the imitation of every student – guide from the group. The key points of the evaluation are the cultivation of imagination and creativity on one hand, and on the other the synchronization of the group that demands concentration and observation.

Tips, considerations

The speed should be low, at first at least, as the activity demands a combination of many skills and consists of a new structure. The teacher chooses the level of difficulty of the activity, evaluating the ability of the group to respond. The teacher can gradually raise the difficulty level of the activity, by adding gradually either cards of meters – shapes or card from the rest categories.