



# Rhythm4Inclusion

3rst Webinar

*The music course*

26/3/2021

# Outline

- Main Structure ( 3 Chapters)
- The structure of dialogues
- The activities of the third chapter

# Main Structure

- **Chapter 1 (Six Activities): The dialogue through the rhythmical recitation**
  - **Chapter 2 (Three Activities): Sounds of the body**
  - **Chapter 3 (Six Activities): Singing the rhythm with konnakol syllables**
- 
- **!! Most of the activities are built in stages and presuppose the execution of the former ones.**

# The structure of dialogues

It appears in Table A (see introductory instruction)

➤ “guide – group”

➤ “guide – subgroups”

➤ “the clock”

➤ “the clock with the student as the guide”

!!!!!! It will be mentioned in every chapter!!

# CHAPTER 1: The dialogue through the rhythmical recitation

## Chapter 1

- is introductory
- lays the foundation for the next two chapters.

# CHAPTER 1: The dialogue through the rhythmical recitation

It helps students

- comprehend the concept of meter and its characteristics through connecting it to the shapes
- to use rhythmical recitation
- to interpret the question- answer cards (negation, question and affirmation)

# CHAPTER 1: The dialogue through the rhythmical recitation

It helps students

- understand the concept of speed
- learn how to make a dialogue
- realize how important the role of a person is in the team

# CHAPTER 2: Sounds of the body

➤ Chapter 2 includes three Activities.

➤ In chapter 2, students

- learn how to replace numbering with body sounds
- play all the given patterns of the meters – shapes with body sounds
- create their own pattern with body sounds



# Chapter 3: Singing the rhythm with konnakol syllables

In chapter 3, students learn how

- to use the rhythmical system konnakol so to express the meters – shapes.
- to use volume fluctuation (volume cards)
- to interpretate or express emotions (cards of emotions)
- to combine knowledge and skills from the previous chapters.

## Activity 3.1: The recitation of rhythm using konnakol

- In the first activity, children learn to recite the rhythmic – syllabic system konnakol
- Structure of the dialogue (see table A):
  - “guide – group”
  - “guide – subgroups”
- Type of cards: Konnakol cards of meters – shapes.



# Activity 3.1: The recitation of rhythm using konnakol **Step 1 (Video 27A,27B)**

The teacher

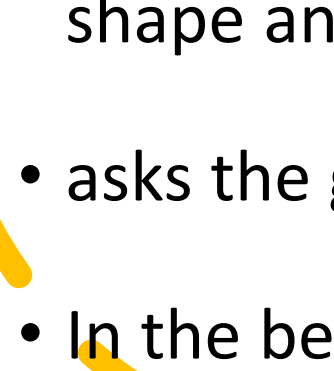
- asks the group to observe the syllables and then to pronounce them clearly.
- presents the picture of every shape and recites the syllables which are written in the corners of the shape, while showing them.

The students are asked to repeat to get familiarized with the articulation, but not in the flow of the rhythm



# Activity 3.1: The recitation of rhythm using konnakol .**Step 2(Video 28A,28B)**

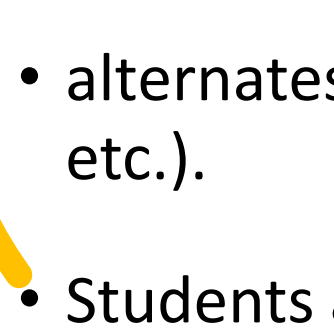
The teacher

- presents the picture of every shape and recites it twice, the first-time numbering and the second using konnakol, while showing simultaneously the corners of the shape or the syllables shown in the shape and
  - asks the group to repeat them, in the flow of the rhythm.
  - In the beginning of every meter, students make a clap.
- 



# Activity 3.1: The recitation of rhythm using konnakol . **Step 3(Video 29A,29B).**

The teacher

- recites the meter – shape triangle once using konnakol and shows the corresponding card
  - Asks the students to repeat after her, in the flow of the rhythm.
  - alternates successively the meters – shapes (triangle – square – pentagon etc.).
  - Students are making a clap at the beginning of the meter
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# Activity 3.1: The recitation of rhythm using konnakol . **Step 4 (Video 30A,30B).**

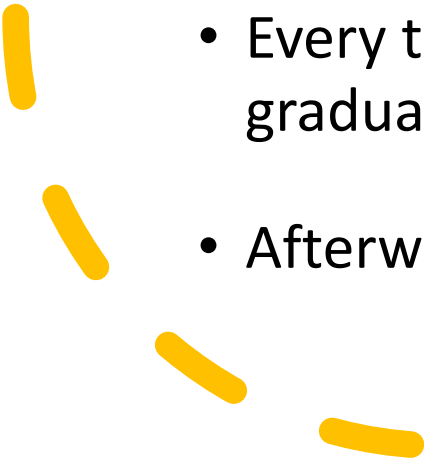
The teacher

- combines the konnakol recitation with one meter in pause.
- Every time that her turn comes, she uses a new meter-shape, one beat bigger than the previous one (triangle – square – pentagon etc.).
- recites the meter – shape triangle in konnakol once and then she counts the meter – shape silently and articulates the syllables without sound, while showing the counting with the fingers during the pause.
- Claps only at the first meter ( not at the second meter).
- asks the group to repeat.



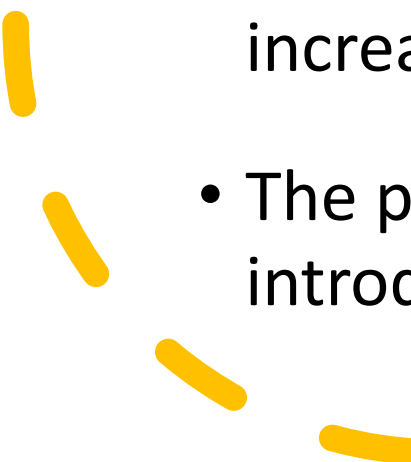
# Activity 3.1: The recitation of rhythm using konnakol . **Step 5(Video 31A,31B)**

The teacher,

- recites in medium speed the meter – shape triangle in konnakol once and
  - motivates the two subgroups to repeat it successively.
  - Every time the turn of the teacher comes, she introduces a new meter – shape gradually, in the flow of the rhythm (triangle – square – pentagon etc. )
  - Afterwards, she introduces the meters – shapes in random order.
- 



# Activity 3.1: The recitation of rhythm using konnakol . **Step 5(Video 31A,31B)**

- The teacher
  - During the activity changes the order of the subgroups.
  - recites the konnakol meters – shapes once in random order, by increasing the speed
  - The procedure mentioned is repeated, until the speed the guide introduces becomes so fast that the subgroups can not respond
- 



## Activity 3.2: The maestro 'colors' the konnakol recitation

➤ In the second activity,

The konnakol recitation is coloured by the change in volume of the voice in five different ways, through reading cards or through games of imitating the guide

➤ Structure of the dialogue (see table A):

“guide – group”

“guide – subgroups”

➤ Type of cards: Volume cards

## Activity 3.2: The maestro 'colors' the konnakol recitation

- 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.
- In the following steps, concepts related to volume will be introduced: low, high, medium, gradual increase and gradual decrease of volume.
- 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.

## Activity 3.2: The maestro ‘colors’ the konnakol recitation/ **Step 1**(video 32A, 32B)

- The teacher( not in the video).
  - presents the volume cards “low”, “medium”, “high” and discusses with the students about them
  - asks the group to keep the speed steady with steps on the spot and
  - uses only the meter- shape triangle.
  - shows the volume card “low” or “medium” or “high” , recites rhythmically using konnakol, four meters – shapes in low, medium or high volume, afterwards and
  - asks the group to repeat, not in the flow of the rhythm

## 3.2. Activity 2: The maestro 'colors' the konnakol recitation/ **Step 1**(video 32A, 32B)

- The teacher, in the flow of the rhythm
  - asks the group to keep the speed steady with steps on the spot and
  - Recites rhythmically using konnakol, four meters – shapes in high, medium and low volume, in random order, by alternating the corresponding volume cards
  - asks the group to repeat, as described above.

## Activity 3.2: The maestro ‘colors’ the konnakol recitation/ Step 2(video 34Aa, 34Ba).

### ➤ The teacher

- asks the group to keep the speed steady with steps on the spot.
- shows the volume card “gradually high”, recites rhythmically 4 meters – shapes using konnakol
- asks the group to repeat, in the flow of the circle
- “gradually high” = 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).
- In order to describe the gradual rising of the volume, the teacher can “rise” up gradually one or both hands

## Activity 3.2: The maestro 'colors' the konnakol recitation/ Step 2(video 34Ab, 34Bb).

### ➤ The teacher

- asks the group to keep the speed steady with steps on the spot.
- shows the volume card “gradually low”,
- recites in konnakol four meters with the exact opposite way.
- asks the students to repeat
- “gradually low”= the recitation starts in an extremely high level and gradually decreases the volume, until it becomes low in the last meter In the same way, the guide can use on or both hands to lead the group

## Activity 3.2: The maestro 'colors' the konnakol recitation/

### Step 2


("gradually high" video 34Ac, 34Bc) ("gradually low" video 34Ad, 34Bd).

#### ➤ The teacher

- asks the group to keep the speed steady with steps on the spot.
- shows the volume cards "gradually low"- "gradually high" (mixed way)
- recites in konnakol four meters in the mixed way:
  - Two meters "gradually low" + Two meters "gradually high" or
  - Two meters "gradually high" + Two meters "gradually low"
- asks the students to repeat



Activity 3.2: The maestro ‘colors’ the konnakol recitation/  
**Step 3(video 35A- 35B).**

- The teacher
  - has introduced so far five different concepts regarding volume, which are going to be included in the following dialogue.
  - divides the group in two subgroups, as described in the first chapter.
- 



## Activity 3.2: The maestro 'colors' the konnakol recitation/ Step 3 (video 35A- 35B).

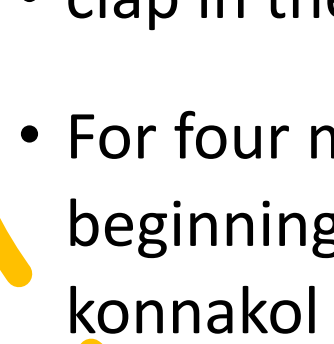
➤ The teacher in the flow of the rhythm

- recites four meters- shapes in konnakol, using every time one of the five different concepts of volume, in the following way:
  1. from low to low or gradually high and
  2. from high to high or gradually low.
- Asks group A to repeat and group A gives its turn to group B
- changes the turn of the subgroups



## Activity 3.2: The maestro ‘colors’ the konnakol recitation/ Step 4 (video 36A, 36B).

### ➤The teacher

- recites in konnakol four meters – shapes of the triangle and
  - asks the group to repeat and
  - clap in the beginning of the meter
  - 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)
- 

## Activity 3.2: The maestro 'colors' the konnakol recitation/ Step 4(video 36A, 36B).

### ➤ The teacher

- shows during the pause, 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 indicated.
- If the group finds difficulty in reciting any konnakol card, the teacher can repeat it.

## Activity 3.3: The student – conductor in the game of different volumes

In the third activity:

- Every student in the clock takes the role of the conductor and leads the group to recite volume cards, received from the teacher.

➤ Structure of the dialogue (see table A):  
“the clock with the student as the guide”.

➤ Type of cards: Volume cards

## Activity 3.3: The student – conductor in the game of different volumes/ **Step 1**(video 37A, 37B)

The teacher ( not in the video)

- shows the volume cards to the students and
- asks them to show “high”, “low”, “gradually low” and “gradually high” in a clear way.
- gives to every student one volume card (the meter – shape can vary or not, depending on the age and the abilities of the group)
- asks the student to see the card and place it in front of it, on the floor
- gives a certain amount of time to the students in order to prepare the way they will chose to guide the group.

# Activity 3.3: The student – conductor in the game of different volumes/ **Step 1**(video 37A, 37B)

The teacher

- recites in konnakol four meters – shapes ( triangle) and
- asks the group to repeat

The first student – conductor

- recites four meters – shapes according to its volume card in konnakol (the volume of the recitation in konnakol depends on the card)
- helps the group to start its recitation with the help of hands and notions.
- The role of the conductor is taken by the next student in the clock, until the last student of the group.

# Activity 3.4: The konnakol cards of emotions

## In the fourth activity

- At first, a game of dialogue and expression of emotions takes place, between the teacher and the group and
- in second place, between the two subgroups, in which the members of the group are divided.
- Structure of the dialogue (see table A):
  - “guide - group”
  - Type of card: cards of emotions.

## Activity 3.4: The konnakol cards of emotions/

### Step 1 (video 38A, 38B).

- The teacher ( not in the video)
- presents the cards of emotions (happiness, sadness, surprise, fear, anger) to the students,
- asks them to guess to which emotion each card corresponds to
- Asks the students to notice the characteristics of each image – card and
- imitate its facial expressions
- discusses with the students how they can express each card – emotion with their voice or with the body movements and asks them to experiment.



# Activity 3.4: The konnakol cards of emotions/ Step 1 (video 38A, 38B).

- Afterwards, the teacher
  - initiates a dialogue with the structure “guide - group” (see table A).
  - 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, she recites it twice and
  - asks for imitation
  - uses and exposes another card with a different emotion (e. g. triangle - sadness), when she realizes the previous card is performed with success in the flow of the rhythm.

## 3.4. Activity 4: The konnakol cards of emotions/ **Step 2**(video 39A, 39B).

- 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

# Activity 3.5: The student – conductor of emotions

- In the fifth activity, every student in “the clock with the student as the guide”,
  - takes the role of the conductor and interprets the card of emotions given by the teacher and
  - leads the group in order to imitate it.
- Structure of the dialogue (see table A):  
“the clock with the student as the guide”
  - Type of cards: Cards of emotions


## Activity 3.5: The student – conductor of emotions

- The fifth activity can be performed with the use of only one meter – shape and with the alternation of the emotions for the younger students.
- The dialogue takes place every two meters – shapes.
- The group keeps the pace steady by making steps on the spot.

# Activity 3.5: The student – conductor of emotions/ Step 1 (40A, 40B).

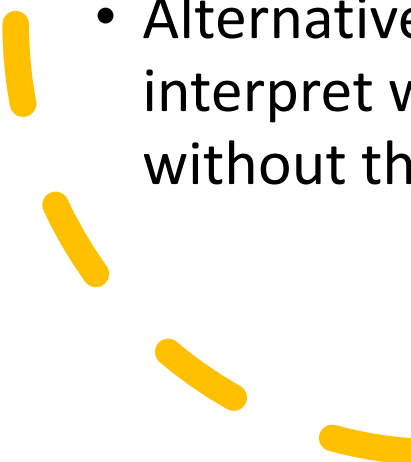
The teacher

- hands out a card of emotions to every student (of any kind of meter – shape) and places it right in front of it
- asks to open and see the card and put it back closed
- gives time to the students to prepare the interpretation of their card,
- recites two meters – shapes in konnakol with pacing and
- asks the group to repeat.



# Activity 3.5: The student – conductor of emotions/ Step 1 (40A, 40B).

➤ The student – conductor

- subsequently recites its card for two meters – shapes (e. g. triangle – anger)
  - directs the way of the recitation of the group in konnakol, according to the card of emotions and helps the group to start with the help of hands or notions.
  - 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 ( not in the video).
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## 3.6. Activity 6: Dialogue of the interaction of the student – robot with the group

- The aim of the sixth activity, is to get
  - The reuse and the combination of the former knowledge
  - the development of the skill of the students to cope with two or more activities at the same time.
- Structure of the dialogue (see table A):  
“the clock with the student as the guide”
- Type of cards: Cards of emotions ,Volume cards.

## 3.6. Activity 6: Dialogue of the interaction of the student – robot with the group

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

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

The body sounds are used and combined with the konnakol recitation and almost all the types of cards we have introduced so far (cards of emotions, volume cards).



# Activity 3.6: Dialogue of the interaction of the student – robot with the group/**Step 1 (video 41A, 41B)**

- The teacher ( not in the video)
  - distributes to all the students one konnakol card
  - asks them to see their card and
  - To try to interpret it by using the corresponding pattern with body sounds (see chapter 2).
  - encourages the students to work in groups of two with mutual help.
  - If the students don't remember the cards, the teacher helps them.
  - 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.

## 3.6. Activity 6: Dialogue of the interaction of the student – robot with the group/ **Step 2(video 41A, 41B)**

- The teacher
  - asks the group to keep the speed steady with steps on the spot.
- Every student in the circle takes successively “the role of the guide” and “claps on the body” four meters – shapes of the card in front of it.

## 3.6. Activity 6: Dialogue of the interaction of the student – robot with the group/ **Step 2(video 41A, 41B)**

- The group
- repeats, while noticing simultaneously the student – guide interpret its 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.
- The dialogue is continued, until the last student completes its turn.

## 3.6. Activity 6: Dialogue of the interaction of the student – robot with the group/ **Step 2(video 41A, 41B)**

- In case the structure of the activity is very difficult for the group, the teacher can make the process easier
  - if, for example, she asks the student – guide to count out loud the moves she makes, while “playing on the body” at the first four meters – shapes or
  - If she divides the activity in two different stages
    - a) meters 1-4 + meters 5-8 and
    - b) b) meters 5-8 + meters 9-12

## 3.6. Activity 6: Dialogue of the interaction of the student – robot with the group/ **Step 2(video 41A, 41B)**

➤ **For the first four meters - shapes: (meter – shape 1 - 4):**

- the student – guide plays only with body sounds the four 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.

- At the same time, the group

- imitates *the first four meters* the student – guide has played with sounds of the body and

watches the student – guide interpret the meters – shapes, according to the way suggested by its card.

## 3.6. Activity 6: Dialogue of the interaction of the student – robot with the group/ **Step 2(video 41A, 41B)**

- **For the next four meters – shapes: (meter – shape 9 – 12):**
  - the group recites four meters – shapes in konnakol, according to the way the guide has interpreted the previous 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.



Thank you  
for your attention!