

Title of the scenario: Call and Response

Author's name and country: Anastasia Spyrou, Cyprus

Grade/ age of students: 1st and 2nd grade

Duration: 60'

Methodology of the teaching scenario

Purpose and objective:

- To create an environment where all students, regardless of their abilities or disabilities, feel included and valued.
- To stimulate cognitive functions such as memory, attention
- To encourage positive social interactions and communication among students.
- To provide an alternative means of expression for students with communication difficulties.
- To instil a love for music and rhythm that extends beyond the classroom.

General reference to the pre-work:

The class consists of 11 children. 5 children in first grade and 6 in second grade. 2 of the children, 1 in the first and 1 in the second grade, are immigrants. These two children do not know the Greek language at all. They cannot speak or understand other children, so communication between them is difficult. Music and gymnastics are subjects that children can join and feel nice while participating. For this reason, we use activities that involve music, rhythm and movement. One of these activities was the activity: "Call and response".

Necessary materials: No materials are necessary

Cognitive areas involved:

- The rhythmic patterns of this activity require memory recall, helping the development of both short-term and long-term memory.
- Engaging with music and rhythm demands sustained attention and focus
- It is a collaborative musical activity that encourages social interaction.
- Taking part in musical games and similar activities stimulate creativity and imagination

- Rhythmic activities become a means of self-expression and allow students to convey thoughts, feelings and ideas in a non-verbal way.

Description of the teaching scenario

Teaching process / stages / phases:

- Phrase: Boom chicka Boom
- Phrase: Boom chicka rocka chika rocka chicka Boom
- Aaaaaa
- Eeeeeee
- Say the word
- "word"

Activity:

The teacher says the words in a rhyming voice and students repeat by imitating exactly the voice of the teacher. Change of pitch, expression, tempo or dynamics can be apply and students follow. In the last verse "word" teacher asks all students to say a word from their mother language and then everybody repeats the word. Migrant students also say a word from their mother language and the other kids repeat the word.

General conclusion:

In conclusion, a lesson infused with music and rhythm is a dynamic and integrated approach that promotes an inclusive learning environment while engaging various cognitive domains. Incorporating rhythmic activities not only promotes inclusion by accommodating different learning styles, but also enhances cognitive development in many areas. From memory and attention to emotional processing and social cognition.

Continuation:

The continuation of such lessons extends beyond the classroom, impacting students' emotional well-being, social interactions, and creative expression.

Description of the video:

School: Agropkipia Primary School

Teacher: Anastasia Spyrou

Country: Cyprus

Brief description of the activity: Teacher says the words in rhyming voice and students repeat by imitating exactly the voice of the teacher. Change of pitch, expression, tempo or dynamics can be applied and students follow. In the last verse "word" teacher ask from all students to say a word from their mother language and then everybody repeat the word. Migrant students also say a word from their mother language and the other kids repeat the word.

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