

"SMILE " 2021-1-EL01-KA220-SCH-000032762

Scenario title: "THE RHYTHM: "

Author's name and country: Catania-Sicily (Italy)

Age of students: 8/9 years primary school

Duration: November

Teaching scenario methodology

Aim and Objective: Music education is beneficial not only for the developing of children's musical abilities but also for their holistic development. Indeed, music plays a pivotal role in the enhancement of motor coordination, auditory perception, focused attention, and imaginative thinking. Moreover, music serves as an outstanding vehicle for fostering socialization and cooperation among children, as it requires collaborative effort and the ability to synchronize with others' rhythms in order to play together effectively.

General reference to pre -work: By providing a general definition of rhythm, children will be guided to understand and learn that rhythm is the foundation of musical language; that rhythm can be binary, ternary, or quaternary depending on the number of pulsations; and that even spoken language is marked by word rhythm.

Necessary materials: Images and videos from the web, music and melodies with different rhythms

Cognitive areas involved: The planned activities will help children in the development of memory, attention span, and concentration. They will help to stimulate motor and coordination skills, as well as auditory perception. The thalamus, basal ganglia, and cerebellum are all involved "in the perception of internal rhythms". The ability to synchronize movements to the rhythm we hear

“SMILE ” 2021-1-EL01-KA220-SCH-000032762

is determined by their regularity, and periodic movement simulation processes that occur in areas of motor planning contribute to the "ability to go in time and feel the rhythm." They would send a neural signal to the auditory system to help it predict the temporal occurrence of upcoming beats."

Description of the teaching scenario

Teaching process/phases/phases:

Phase A: the first lesson focuses on what rhythm is in everyday life and then in music; exercises for approaching rhythm and the movement associated with it; begin with the words, then move on to sentences and nursery rhymes, highlighting the accents with your hands.

Phase B: imitated execution of specific rhythmic figures at a slow or fast pace.

Phase C: Listening and recognizing the various types of rhythms: binary, ternary, and quaternary.

Phase D: Memorize the lyrics to the song "La ducka" (Bardotti-de Moraes-Toquinho), which contains a rhythmic variation.

Phase E: Rhythmically perform the song with your hands or feet.

Phase F: Rhythmically perform the song using the Orff instrument set.

Activity: Activity: The activity will involve the execution, initially only with the hands or pencils and unconventional instruments, and then with the use of the Orff instruments of the song learned and chosen precisely for the variation of rhythm within, in a school environment, and in a natural environment. The inclusive and stimulating activity for all students will result in the recognition and perfect execution of the ternary rhythm and deek quaternary rhythm.

"SMILE " 2021-1-EL01-KA220-SCH-000032762

General conclusion: The commitment, participation and collaboration to achieve the common goal of everyone playing with an exact rhythm and at the same time, will highlight the fundamental principles of *Civic Education*.

Description of the video: during the activity, video and photographic recordings were taken, which were then edited into a video

School: IC Italo Calvino

Teachers: Isabella Saraniti

Country: Italy

Brief description of the activity: listening, memorization and execution of the song containing two rhythmic types "La duck" taken from "Noah's Ark" (Bardotti)

Video link:

References : link used song <https://youtu.be/67R4X30J7QI>

“SMILE ” 2021-1-EL01-KA220-SCH-000032762

Co-funded by the
Erasmus+ Programme
of the European Union



Università
di Catania