



## *Rhythm Dialogues*

Children create a dialogue of rhythm, in pairs. They should each choose one main mode of conversation, choosing from the following list.:

### **Gibberish**

(nonsense vocal sounds - make sure there are no real words!)

### **Foot rhythms**

(have them experiment with sitting and standing)

### **Clapping, other body sounds**

(including sounds with the mouth, but not words or gibberish, more sound effect type sounds)

### **Using props or instruments**

(make sure that the sound level is more or less equalized with the other person in the dialogue)

#### Step One:

Have each pair working on their own, have a "regular" conversation with words. Instruct them to pay particular attention to the rhythm of the conversation, noticing how often they exchange "turns" to speak, the length of each one's turn, how fast or slow each of them speaks, and the rhythm of the words themselves.

#### Step Two:

Each student picks a mode of communication from the list above. Two students talking together should not have the same mode of conversation. They should practice using their mode of conversation individually, building up their "vocabulary" of sounds and moods.

Step Four: Each pair has their conversation, using their own mode of conversation only. Afterwards, the "audience" should be able to discuss what they saw, and the performers should discuss what it felt like, the challenges and what they learned about communication and about rhythm.

\*\*It is important to note that this is not a literal conversation, but one of tone and feeling, of music. There should be no attempt to literally understand or respond to actual meaning of "vocabulary," rather to find and play with the tone of the conversation as a whole.

Meaning may emerge from the conversation, they will each have an impression of the dialogue as a whole, though they may not be the same impression. This can be discussed in relation to interpretation of music, and other topics relating to language.

