

## Methodological practical guidelines of artistic activity

The educational material Rhythm is a series of artistic exercises that help people with hearing disabilities to perceive rhythm, work with it and use it in everyday life. It is primarily intended to provide hearing-impaired children with dramatic education, but it is also suitable for adults, both hearing and non-hearing.

Rhythm is a very important component in the life of every individual.

The human body works in a rhythm set by the heart.

Rhythm is guided by communication between people (every language has its own unique rhythm that forms the basis of the intonation of voice and the emphasis placed on different syllables in various languages – even sign language has its own rhythm).

A lot of work is carried out to a certain rhythm.

Most sporting activities are directly built on rhythm, and so on.

Music is unthinkable without rhythm.

Since time immemorial, rhythm has been the basic means for expressing emotions (already in ancient times drums and other percussion instruments for beating out certain rhythms were an integral part of various rituals to bring out strong emotions in people – this is true even today among a variety of primitive peoples, but techno music as an example is totally and only built on rhythm)

It is therefore necessary to regularly practice the perception and use of rhythm, and not just in children.

### 1) Objective of the activity described by the artistic exercise (AE)?

The objective of the AE series called Rhythm is to give participants exercises in how to perceive rhythm, work with it and use it in a working, social, sporting or cultural background. They will develop a visual, motion-induced memory and rhythmic memory. They help them to experience and convey emotions; developing communication and collaboration in a team.

### 2) What skills will be propagated by this AE?

AE Rhythm contributes to acquiring communication, employment, social, artistic, and sporting skills.

### 3) What will be the output of the AE?

The output will be audio-visual material (DVD video) containing 6 AE + introduction and epilogue. The titles of individual AE: Meter, Tact, Rondo, Creating rhythm, Strings, Canon. This AE will give users of the DVD inspiration for other, similar exercises according to their own imagination.

### 4) How does the situation described by points ad1) to ad 3) apply to this AE output?

As described in point 3, the output will include a demonstration on how to fulfill the requirements of the preceding paragraphs.

### 5) What methods do you use in this AE and why?

In this AE, we use the method of drama education. Didactic approach: Demonstration of the action that underlies the AE, explaining its functions, mimicking AE for each individual (AE participant) separately and subsequently applying the AE in a collective – interaction.

### 6) What role is played in the activity of the described AE?

For people with hearing impairments, this AE is often the first introduction to the concept of rhythm. It shows that the non-hearing can and should feel rhythm. The AE shows participants that it is possible to work with rhythm, to use it in various areas of life. For the hearing, the AE gives them inspiration on how to learn to work better with rhythm.

7) Which activities (music, IT, languages, emotional impact) do you use and why?  
AE makes use of musical, emotional, and dramatic activities.

The educational material is divided into individual thematic groups. Each thematic group contains samples that are classified from simpler to more difficult. The thematic groups are linked to each other in content, but this continuity is free and it is advisable to follow it during the first introduction of the participants with the whole issue of perceiving, creating and making use of rhythm. In other subsequent exercises, it is possible to select and separately conduct a random thematic group according to the needs and interest of the participants.

It is generally advisable to proceed from simpler to more difficult exercises. During the exercise, it is necessary to pay attention to mistakes and correct them. The most common mistakes: quickening the pace, not maintaining the duration of movement or stopping it too early. But even if a participant is unable to avoid mistakes during the exercise, we must not put them off. On the contrary, it is necessary to continue the exercise and encourage them.

It is good to add gymnastic equipment to some of the exercises, such as a ribbon, ball, hoop, light scarf, etc. They not only help develop a sense of rhythm, but also support the development of dexterity, the plasticity of movement and aesthetic sense of movement.

The video with AE examples should not be construed as a universal guide; rather it should only be inspiration for your own exercises, created either individually or in a group of participants.

The point is that the above described AE is designed to the target group of hearing impaired(deaf) children, but as it's seen from the video showreel it can be used and presented for adults with the same handicap.

Artistic activity expressed by our AE requires improvement of skills needed for understanding the specific of target group hearing impaired persons. In this sense it's necessary to obtain the basic knowledge about the rules of correct communication with deaf and/or hearing impaired persons. That's why this AE has emotional and social consequences.