



# “The Future Begins Today”

*Project KA229 2018-1-PL01-KA229-050749*

## Workshop Plan

**LENGTH OF TIME:** 120 min.

**TOPIC:** Interpersonal training with music

### **OBJECTIVES:**

➤ meeting people in a group, integration into a group by performing tasks and playing together;

Specific objectives:

- developing communication skills;
- developing cooperation skills in the group;
- developing the skills of creative thinking;
- developing the ability to observe the other person and respond adequately to messages sent by her;
- sensitizing to the reception of non-verbal messages;
- increasing self-confidence by increasing body awareness and self-acceptance;
- externalization of feelings and emotions;
- discharging stress and tension;

## **TEACHING METHODS AND STRATEGIES:**

Methods: Batti Strauss, elements of creative music therapy Nordoff-Robbins, elem. choreo and teatrotherapy;

## **ASSIGNMENTS:**

- individual work
- group work

## **MATERIALS NEEDED:**

percussion instruments, recordings, mp3 player, long wide fabric, colored markers, paper sheets;

## **PROCEDURE:**

1. Welcoming participants and presenting the purpose of the meeting.
2. Identifier.

Participants sit on the floor in a circle. They receive colorful cards and markers. Everyone names their name on them in such a way that it reflects its character. During the presentation, each participant presents a characteristic gesture for him. Each successive person tries to memorize and repeat the name and the gesture of their predecessors.

3. Fun in the team and smaller groups:

"Wolf and Little Red Riding Hood"

A wolf and a Red Riding Hood are chosen from among the participants. Other people act as a forest. They stand in 4-5 rows at the width of outstretched hands, in such a way that they touch the fingers with the people standing next to them.

People who create the "Forest" on an agreed signal (whistle) turn left 90 degrees each time. In this way, "Forest" creates paths in which the wolf and the Riding Hood move. The wolf's task is to catch up with Kapturk by moving along the paths determined by the "Forest".

"Brush and paint"

From the participants, we choose a person who will be a "painter". The other participants, placed in two rows, are "Paint". The painter tries to paint various patterns with a brush. The task of "Paint" is to closely observe the "Painter" and adequately reflect the body of brush movements.

"Cowboys and cactuses"

We divide participants into two groups - Indian and Cowboys. When tribal music appears and all Indians move (run, hunt, steal, etc.), the cowboys turn into cacti, take on funny positions and freeze. When the music changes and the country music and the sounds of gunshots appear, the roles change-Cowboys come alive (horseback, shoot, spin luses) while the Indians turn into cacti. When both tribal and country music appear in the background, both groups are active.

"Jungle"

Participants receive cards with animal names. Each animal should be repeated 6 times (as many as the groups we want to create). At the signal of the leader everyone begins to imitate the voices of their animals, looking for the same animal at that time.

(Fun to create working groups for "Ritual dance"

"Ritual Dance" (Dance of Power)

We work in groups of six people. The host hands one person totem in the form of a stone or piece of wood, which is the guardian of the fire. The task of the person holding the totem is to show the dance of thanksgiving, which is reflected by the other participants of the ritual dance, then passes the totem to the next person from the circle whose task is to continue the dance. The dance ends when the last person in the circle dances his dance. Subsequently, the next groups receive their totem and give it the proper meaning - no. joy, fertility, etc. (the meaning of dance can be previously assigned to the group by the teacher).

"Syp Symeon"

The leader presents next moves that will be performed during the course of the song. The task of the participants (sitting on the floor in a circle) is to remember and perform specific gestures during the gradually accelerated tempo of the song.

"Orchestra"

The leader divides the group into two instrumental sections (eg drums and Janissaries) and chooses a soloist. Each group assigns a specific rhythmic system that they perform during the course of the song. As a result, the entire orchestra

creates a simple accompaniment to the song (to choose: "Over the beautiful Danube Modest" Johann Strauss or "Music on the Water" by G.F. Handel).

"Conductor"

The leader introduces the first vocal element that repeats all the time. The movement of the head is indicated by the person who also makes his own phrase. Each next person indicated from the circle adds their own vocal phrase, creating an increasingly larger choir. When all people from the circle join the choir, the lead-conductor indicates to the performers how to perform the "song", paying attention to the pace and dynamics.

"Dancing of joy" -

Participants are placed in two rows. To the rhythm of the melody, one person from the end of the row takes a dance step between the rows at the beginning of the column and standing back to the others performs the original dance of joy, then sets at the beginning of the row. Subsequently, all people present their dance of joy / ecstasy.

#### 4. Dances in a circle

- dance with fabric

Participants grab the edges of the fabric and move to the rhythm of music around the circumference of the circle. The instructor indicates the way of moving the woven, then passes the initiative on to the next person from the circle who initiates the new movement. When all the people in the circle point to their suggestions, the leader takes the initiative again and leads the dance circle, which ends when the music is muted.

- "La luna" - ending and thanking you for meeting together with a dance in a circle.

#### CREATIVE EXERCISES - ARTETHERAPY

1. Participants have colorful pastels at their disposal.

We spread a roll of plotter paper on the floor. The participants sit along the unfolded roll, on both sides. The first person draws two dots anywhere on the page and combines them with fast, wide movement. Each next person marks a dot for the neighbor who connects the dots with one dash.

a) connecting dots with closed eyes;

b) Each participant's wide, certain motions draw various geometrical figures: triangles, squares, circles;

c) Each participant chooses a frame (oval, rectangle, square) and then on the painted paper searches for a place that matches his current mood. Using the selected frame selects this fragment. Then he chooses three crayons corresponding to the current state of mind and one that he would like to have. Then he takes the picture using these colors.

2. The participant receives a string and three chestnuts.

The exercise consists in putting together these things.

a) connect in pairs - successively, once a second person, in any way, adds one element to create a picture.

b) we join in 6-person groups. In the first round, we determine what we put together (according to the principle, each one of them adds 1 element). At the end, the groups present their work and the others try to guess what they represent (the group vetifies the answers).

In the second round, we do not determine what we will create. Each of them successively adds one item until the resources are exhausted. The group determines the most ingenious name that represents their picture. The other groups are trying to guess what the work presents.

3. Participants sit on the floor in a circle. They receive natural specimens, ie cones, bark, sticks, shells, seeds, drought. Everyone on their own card creates a "drawing" of three selected specimens.

a) we move one place, we break the composition and arrange a new one and another one.

b) then create a stroke using a marker; in the meantime, everyone gets a card and creates any pattern on the card (eg grids, crosses, snails, hearts, dots, dashes, etc.).

In the next stage, we try to fill the marker with any pattern, you can add a color.

Finally, the work is presented.