

Level I „Me and I“

AE1: Introduction + Epilogue

Keywords: Teaching rhythm for deaf, Its Importance and Benefit, Guidelines for AE using

This exercise is about basic introduction for teachers to the topic of teaching rhythm for deaf same as about the epilogue for final evaluation of this topic.

Cognitive skills (Attention, memory, Self-appreciation, Self-expression)

Psychological skills (Self-awareness)

Communication skills (Body language, Communication in Rhythm)

Physical skills (Kinetic memory)

AE2: Meter

Keywords: Rhythm, One's own body pulse, Visualisation, Perception, Movement

This exercise is about awareness of the one's body rhythm and modifying it, demonstration by movement.

Cognitive skills (Thinking, Memory, Perception, Demonstration by movement)

Psychological skills (Self-awareness)

Physical skills (Kinetic memory, Visual memory)

AE3: Bars

Keywords: Modification of rhythm into bars, Rhythmical articulation

This exercise is about rhythm and dividing it into bars, feeling of rhythm, its modification and demonstration by movement.

Cognitive skills (Attention, Memory, Thinking, Orientation in rhythmic movement, Basic rhythmic and musical segment – Bars)

Communication skills (Body language, Communication by Rhythm)

Physical skills (Cultivation of Body Movement, Kinetic and visual memory)

Level II „Me and you“

AE4: Rondo

Keywords: Rhythm Creating, Rhythm imitating, Polyrythm, Rhythmic Improvisation

This exercise is about cooperating with other participants of the exercise using imitation and sequentially connecting individuals in polyrythm.

Cognitive skills (Perception, Imitation, Self-created rhythm)

Psychological skills (Self-awareness)

Communication skills (Body language, Visual communication without words)

Physical skills (Kinetic, visual and hearing memory, Mobility of the whole body)

AE5: Creation of rhythm

Keywords: Creation of rhythm, Rhythmic game, Using percussion instruments

This exercise is about supporting rhythmic and movement memory through game in Indian village.

Cognitive skills (Memory, Awareness of other participants)

Psychological skills (Self-awareness)

Communication skills (Body language, Imitation)

Physical skills (Movement, Using percussion instruments)

AE6: Chains

Keywords: Moving Chains, Cooperation in creation rhythm, Movement agreement with music and rhythm

This exercise is about supporting both metric and rhythmic feeling, rhythmic and movement memory and movement culture.

Cognitive skills (Memory, Perception, Awareness of other participants)

Psychological skills (Self-awareness, Mutual feeling in group)

Communication skills (Body language)

Physical skills (Cultivation of Movement, Ability to maintain rhythm, Movement memory)

Level III „Me and us“

AE7: Canon

Keywords: Moving Canon, Imitation, Movement agreement with rhythm or music, Self-awareness, Awareness of other participants

This exercise is about supporting metric and rhythmic feeling and movement memory, about movement culture.

Cognitive skills (Imitation, Memory, Awareness of other participants)

Psychological skills (Self-awareness, Mutual feeling in group)

Communication skills (Body language)

Physical skills (Supporting metric and rhythmic feeling, Supporting rhythmic and movement memory, Supporting movement culture in group, Ability to maintain rhythm)

AE8: Theatrical performance of deaf students

Keywords: Deaf actors, Art of dance, Art of role playing, Impact of sensing music for Deaf

This exercise is about practical impact of teaching rhythm and sensing music for deaf actors same as reasons why they are studying in arts school and playing in theatre for their work and private lives.

Cognitive skills (Memory, Benefit of rhythmic education and role playing)

Psychological skills (Self-awareness, Emotion, Motivation)

Communication skills (Body language)

Physical skills (Teaching rhythm, Sensing music, Dance movement)

AE9: Deaf Theatre Company – Cooperation between deaf and hearing actors

Keywords: Deaf and hearing actors, Common theatre performance, rhythm, music, dance, role playing

This exercise is about practical impact of teaching rhythm and sensing music for deaf actors and for hearing actors, also. Performance of professional ensemble "I Can't Hear Theatre"

Cognitive skills (Benefit of rhythmic education, Benefit of role playing, Creativity, Reflection)

Psychological skills (Self-awareness, Personification, Motivation, Emotion)

Communication skills (Communication with partners, Communication with the Audience, Body language)

Physical skills (Ability to take up rhythm, dance, art of role playing, art of playing theatre)

