

Can Rhythm and the Patterns in a Given Set of Instructions be Shown in Pictorial Form?

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Abstract

As part of specified research into the VAK (Visual, Audio, Kinaesthetic) model, I began to investigate the use of combining common images with written instructions set to music.

As a South Pacific nation, New Zealand enjoys a rich history of musical rhythms. Rhythm is a fundamental part of Polynesian society and has in some cases become instinctual.

It has been said that humans relate rhythm from the beat of their heart. It has also been said that to keep a student tuned in, one must find their wavelength or bandwidth which they can transceive on.

Carving and tukutuku are examples of Maori art forms used to aid the communication of historical events.

Due to Polynesia's strong links to the land, several pictorial symbols are common such as plants, the ocean, the mountains and the sky.

As flowers attract insects with shape and colour, the human mind can associate common images that if blended with other common images would give a clearer picture of the subject being learnt.

Background

I recently attended a seminar presented by Dr Rich Allen. While covering Diction Drills we had to say "Babbling baby Bobby bobbles the bibble babbles on his bib". It has been proven that students retain the starts and ends of classes so as I was remembering bib it struck me...BIBs

Big Picture, Instruction, Brainstorm and Solution.

The concept is to split the whiteboard into BIBS quadrants as detailed below:

The Big Picture quadrant is made up of common images arranged to suit the content of the session.

The Instruction quadrant are the main points covered in the session. These instructions are to be consciously generic and written in order of their delivery during the session.

The Brainstorm quadrant is where the instructions are set to rhythm based on the pattern of the instruction set. Due to the abstract nature of lyrics and differing time signatures, a clear relationship back to the Big Picture is essential and should be talked about at the beginning stages of the session.

The Solution quadrant should be deliberately left blank until the BIB has been discussed, thought about, questioned, sung and played. The Solution is then gradually, with the students help, filled in.

The Solution quadrant should be the only part of the whiteboard that changes as the BIB should remain static to aid and lessen the what, when, why questions.

Research Question: