

CHATTER

Psycho-energetic radio play, a conversation between a child, a frog and a bird. Its theme is toddlers' vocal creativity, focused on pronouncing particular words and the 'music' created in this process, instead of actual definitions of words.

Its poetic vantage point is the assumption that children may be able to understand the language of animals, and that animals understand the language of toddlers. Children and animals communicate at a level, inaccessible to adults. Practicing non-verbal, meaningless chatter children are able to enter this dialogue. Interpretation of syllables – chatter - is not about exchanging verbal information; it's more of an energetic sound exchange.

The adult who listens to this piece together with their child, needs to engage the toddler - repeating words and syllables as they appear in the piece, helps one to engage their child even more. The adult can also show the child various objects, explain different notions, distances. Before listening to the piece, the adult also receives short instructions how to approach the child with the help of a sound piece.

Introduction

(3-4min)

forest ambiance

Person 1: reads the sentences very slowly, rhythmically

Let's go on a hike

Let's go on a hike. Let's go on a hike.

Walk carefully on this little path, walk slowly, walk slowly,
walk quietly, be quiet like a little mouse, like a little mouse.

Listen.

Forests are rustling. Listen.

A tree understands the language of animals, the language of animals
a bird, a cricket, a frog, a grasshopper...

A tree understands the language of animals, the language of animals.

A tree knows the language of children. Small children.

Children who chatter under treetops.

A tree knows the language of children.

Small children understand the language of animals,
a melody of a bird, a melody of a frog, a grasshopper, a cricket.
Small children understand the language of animals.

The animals also understand the language of children. Small children.

The chatter of small children.

Animals and small children can talk to each other, sing, together.

Stop when you see a tree. Find a comfortable place.

The tree listens. The tree listens.

One day.

In the grass, under a treetop, a small child is crawling.

The child listens

1st part (7-8min)

Adult - child

Sounds of nature - Wind – chatter of a child

Person 2: reads the sentences slowly, pauses between the lines, rhythmically,
The adult encourages the child to repeat selected words, syllables – but the point is to listen, to observe the surroundings. The adult also observes the surroundings and explains it to the child.

A tree. T-tree.
A treetop. Tree-top.
A leaf, leaves rustle.
Lea-ves ru-stle.
A tree listens.

Sounds of birds – chatter of a child

A bird. A bird sings.
A bird jumps in the treetop.
Si-ngs. Si-ngs. Si-ngs
Chirrup, chi-rup.
Chirrup, chi-rup
Si-ngs, chi-rup
A bird sings. A bird sings.

A frog – birds, sounds of a lake – rowing

A frog. F-frog.
A puddle.
Pud-dle.
Over there, far away, is a puddle.
In the puddle, a frog quacks.
F-frog. F-frog.
A frog quacks, a frog ribbits
F-frog. A frog qua-cks.
F-frog. A frog qua-cks. rib-bits.
F-frog. A frog qua-cks.
A frog sings. F-frog

A frog – frogs – child's chatter

A child. A small child.
A meadow. Mea-dow
A child crawls in the meadow. Ch-ild.
A meadow
A child chatters in the grass.
A child chat-ters.
A child listens.

*Individual words, syllables, deconstructing words into syllables is heard more clearly
child's chatter*

A birds listens,
a bird chirrup, chir-rup
A frog listens,
a frog quacks, qua-cks
A cricket chirps. A cricket ch-irps.
Sounds intertwine.
In-ter-twine. In-ter-twine. In-ter-twine

2nd part(5-7min)

A dialogue between a child – animal

The dialogue is gradually turning into a musical composition

Person 2: Deconstruction of words into syllables is more pronounced and gradually takes the lead. The composition of the dialogue between a frog and a child is slowly expanding until it's clearly articulated. A bird is singing in the background, maybe an impression of a dialogue between a bird / child and of course between bird/ frog.

The adult encourages the child to actively listen, by repeating syllables and observing the surroundings, just like in the previous segment .

Ma - ta -la
Ma - ta -la
Ta ma to
Ta ma to
Ma ta la
Ma ta la
Ta ma to
Ta ta
Ma ma
Ma ta la
La ba to
Ba ba
Ta ma
Ma ma
Ta ta

To da
Da to to
Da to to
To da
Da to to
Toda
Toda

conclusion (2min)

Person 1: reads (the same as introduction)

Our story ends here. Our song is finished.
But the song, the sound around us is never silenced.
Listen.
Listen to birds, frogs, the rustling sound of leaves.
Faraway traffic noise, the humming sound of an airplane above the clouds.
Chatter. In a forest, in a forest with a bird. With a frog.

Children, small children, understand the language of animals, a melody of a bird, a melody of a frog.
The animals understand the language of children. Small children.
Animals and small children can talk to each other, sing together.
Animals and small children can talk to each other, sing, together.
A tree listens. A tree listens.

The end