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I HUMANISTIČKIM ZNANOSTIMA**

KNJIŽICA SAŽETAKA

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BOOK OF ABSTRACTS

International conference

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IN MUSICOLOGY AND THE HUMANITIES**

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Body percussion or *tjeloglazba*?

Technical Terms Related to Bodily Rhythmical Games in Music Textbooks in Croatian Language

In recent years, body percussion has emerged as a useful and important activity, not only in music therapy programs, but also in everyday work with students. It is therefore surprising that activities related to body percussion are rarely described in current primary school curricula. Thus, the 2006 elementary school curriculum mentions only “free rhythmicizing by imitating the teacher” (NPP 2006: 72). To determine how much the terms related to body percussion are used during the lessons, current music textbooks have been analysed. Since most of the content related to rhythm in the subject of music is taught in year four, year four textbooks have been analysed. The analysis found that the use of professional terminology related to this activity is avoided in textbooks. The textbook of *Školska knjiga* publishing house mentions activities related to body percussion the least – only twice (Dvořak, Jeličić Špoljar and Kirschmayer Bilić 2013). The textbook of *Alfa* publishing house mentions these activities more frequently, but it avoids the use of terms: the words “clapping” and “different body movements” are mentioned and the activities are described in pictures as well. The textbook of *Profil* publishing house mentions activities related to body percussion the most, and even offers a Croatian word to replace the English name – *tjeloglazba*. The term appears in the textbook as many as 13 times (Sikirica, Stojaković and Miljak 2017). In addition to this term, body percussion activities are depicted descriptively; we can find words like “clapping”, “tapping”, and “stomping one’s foot on the floor” in the textbook. The term itself is not described in the text, but at the beginning of the textbook there are a few photographs depicting body percussion activities (Sikirica, Stojaković and Miljak 2017: 6). It is interesting to note that only the *Profil* textbook has a glossary at the end, but that the glossary does not specify and describe this term. The paper investigates how well-suited the term *tjeloglazba* is as a ‘translation’ of the expression *body percussion*. The lack of terms associated with body percussion in Croatian language is evident, and since these activities are greatly returning to school curricula, it may soon become problematic. This paper, apart from the term *tjeloglazba*, explores which terms must be introduced (or translated from a foreign language) to describe this activity.

Keywords:

Body percussion, clapping games, elementary school textbooks, school curricula

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