

**Texas Gulf Coast AOSA
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**R. J. David Frego
Penn State University
david.frego@psu.edu**

Meaningful Movement: Dalcroze Eurhythmics in the Music Classroom

Participants will be engaged in brain to body connections through purposeful movement that explores the elements of music, including focus activities, pulse and beat, duration, meter, and phrasing. Direct transfers will be made to the general music classroom. Handouts will provide extensions on lesson ideas.

Philosophy of a Dalcroze-based lesson:

- The human body is the first instrument
- Rhythm bridges what we hear with what we do
- Lessons integrate rhythmic skills with ear-training and improvisation
- Music is abstract—we hear it moving through time
- Movement is concrete—we see it moving through space
- Rhythmic movement manipulates time, space, and energy
- Movement generates feelings, which form emotions
- All lessons develop listening skills, reaction, focus, self-control, coordination cooperation, self-expression, imagination, and creativity

The Flow of Dalcroze Learning:

- Hearing to Moving
- Moving to Feeling
- Feeling to Sensing
- Sensing to Analyzing
- Analyzing to Reading
- Reading to Writing
- Writing to Improvising
- Improvising to Performance

Further reading: Butke, M., & Frego, (2016). *Meaningful Movement: A Music Teacher's Guide to Dalcroze Eurhythmics*. Cleveland, Music is Elementary. ISBN 978-0-9910656-7-7

American Eurhythmics Society: <http://www.americaneurhythmics.org/>

Alliance for Active Music Making: <http://www.allianceamm.org/>

Warm-ups: #8, 17, 26

- A-1, B-2, C-3 ...
- 1-A, 2-B, 3-C ...
- A-1, B-2, 3-C, 4-D, E-5 ...

Find Your Pulse: #32, 24

- Go, Pause—grocery store tempo
- Tempo discrimination
- Go, Pause, Grow, Melt

Beat Awareness: #45, 46, 47, 48, 49

- Circular clapping
- Clapping and walking
- Disappearing beat
- Phrases of eight
- Music: Mover la Colita: (Extension) Tell My Ma (Rankin Family)

Subdivision: #46, 47, 74, 99, 108, 109, 192

- Circular clapping
- Twice as fast = Hip; Twice as slow = Hop
- Partners tapping on palms
- Rock-Paper-Scissors
- Walking with hip and hop
- Walking and clapping
- Music: Torelli, Trumpet Concerto

Meter: #51, 48, 51, 70

- Press-Hug-Welcome-Lift
- Step on every beat; hop—beats 1 & 3; hop—beat 1
- Music: Bach, Air on the G String (Orchestral Suite No. 3), Williams: Empire Strikes Back
- Press-Welcome-Lift
- Step on every beat; hop—beat 1
- Press-Lift
- Music: Sousa, March

Steady Beat & Melodic Rhythm: “Rocky Mountain” #63

- Standing in a large circle sing “Rocky Mountain” and tap beat
- Sing “Rocky Mountain” and tap melodic rhythm
- In partners –sing “Rocky Mountain” and tap beat
- In partners –sing “Rocky Mountain” and tap melodic rhythm
- In partners –sing Rocky Mountain” while “A” taps beat and “B” taps melodic rhythm
- Switch
- Start with the part you just did but when teacher cues with drum, switch parts

Harmonic Dictation (I, V7, vi, IV): #41, 66, 67, 96, 113

- Forward on a I chord
- Backwards on V7 chord
- In a circle on a vi chord
- Sideways on a IV chord
- Sing and Step “*Frère Jaques*”

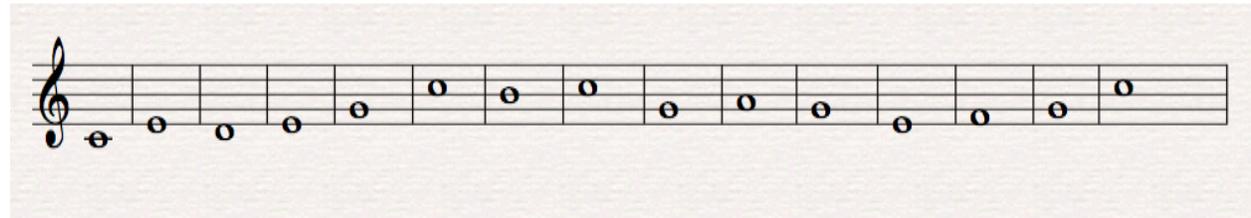
Meter of Four—Conducting and Partner Work: (NEW)

- Students are in self-space
- Students walk the beat and high air pat with the left hand on various beat numbers
- Teacher indicates the students partner up and pat high on various beat numbers (keep beat in feet but non-locomotor)
- Add conducting in the other hand
- Music: Helpless from *Hamilton*

Solfège: #183, 184

- Walk a *do* to *do* scale forward and backward
- Walk a *do* to *do* scale in keys of F & G
- Echo step a four-beat melodic pattern
- Next pattern begins on the same pitch as the last pitch of the previous pattern
- Partners—one moves and the other echo-sings the pattern

Melodic Tone Row: #204



- Sing the row—filling in the pitches in intervals
- Keep a steady beat, but fill in the missing pitches
- Sing forward and backwards
- Sing in canon—four measures apart; forward and backward
- Sing every second measure
- Sing twice as fast and twice as slow simultaneously
- Eliminate pitches (i.e. do not sing any “so”)
- Alter pitches

Mixed Meter: #138, Philip Glass: “Knee” from Einstein on the Beach

- Students stand in pairs
- Student "A" creates a four-beat gesture, such as lifting an elbow
- Student "B" expands the gesture to six beats, using more space

- Student "A" expands the gesture to twice the number of beats of the original gesture
- Student "B" begins a new four-beat gesture. Continue the sequence
- Students remember who their partners are, but walk away from them
- Students turn towards their partners and repeat the ||: 4 | 6 | 8 :|| sequence from a distance
- Plastique Animée: Students create an A-B-A form
- For the A section, students step on beat one of each measure in the ||: 4 | 6 | 8 :|| sequence and flow through the rest of the measure
- After approximately eight sequences, the teacher calls out "partner." Students stop where they are and visually locate their partners. Students stand in place and create expanded gestures with their partners, still following the ||: 4 | 6 | 8 :|| pattern.
- After approximately eight sequences, teacher cues "on your own," and students resume stepping on beat one of each measure in the sequence and flowing through the rest of the measure.

Statues: #145 “Gabriel’s Oboe” from The Mission

- Students stand in circles of five or six
- One student is in the middle of the circle and creates a pose. The teacher begins the music "Gabriel's Oboe" by Morricone
- Teacher plays finger cymbals and another student joins the circle, striking a pose that is complementary to the first pose
- The process continues until all students are part of the statue
- When the teacher says "flow," the students slowly flow to another position
- When the teacher says "freeze," the students stop flowing
- The process continues to the end of the piece

Shadowing: #130 “Song for Viola”

- In groups of four, students stand in a diamond shape facing one direction
- Person in front reacts with non-locomotor movement; others shadow from behind
- When the phrase ends, the lead turns to the left & gives eye contact with the next leader—passing it off
- The diamond shifts to a new direction
- Repeat