



“BLENDING DALCROZE EURHYTHMICS WITH FOLK SONG LITERATURE IN THE ELEMENTARY GENERAL MUSIC CLASSROOM”

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“Joy arises in the child the moment his faculties are liberated from any restraint, and he becomes conscious of his control over them, and decides on the direction in which that control shall be exercised. The joy is the product of a joint sense of emancipation and responsibility.”

- Jaques-Dalcroze

Emile Jaques-Dalcroze and his approach

- born in 1865 to Swiss parents (died 1950)
- was appointed Professor of harmony, solfège, and composition at the Geneva Conservatory, careful observation of his students showed him that while the students could be good musical technicians, they often did not hear or feel the nuances of the music
- the approach involves the whole body, mind, and emotions by representing an integrated physical, intellectual, and emotional experience
- three components of this approach are eurhythmics, solfège, and improvisation
- special emphasis on child-centered learning
- the body is the first instrument of expression

Objectives of the Approach

- Focus/Concentration
- Teaching of the music elements through movement, rhythm being the most important
- Solfège
- Expression

Plastique animée - "An artistic and creative embodiment of music through individual or group movement." (Butke/Frego). It is a combination of improvisation and choreography, a physicalization of the music, and an expressive visualization of the music in an artistic and meaningful way.

Activities

- Coke/Pepsi
- Walking, skipping/galloping, swaying, jumping
- Walk bass/clap treble
- Flow/Half notes – “Bell Horses”
 - a. Pull pretend gum from various parts of the body as half notes
 - b. Tap half notes individually vertically in hand
 - c. Tap half notes in a partner's hand vertically
 - d. Pull elastics with a partner as half notes
 - e. Walk half notes showing the time and flow of the 2 beats
 - f. Sing "Bell Horses" while pulling pretend gum, tapping individually, tapping with a partner, pulling elastics with a partner, walking half notes

- Flow/Whole notes – “Dinah”
 - a. Pull pretend gum from various parts of the body as whole notes
 - b. Tap whole notes individually vertically in hand
 - c. Tap whole notes in a partner's hand vertically
 - d. Pull elastics with a partner as whole notes
 - e. Walk half notes showing the time and flow of the 4 beats
 - f. Sing “Dinah” while pulling pretend gum, tapping individually, tapping with a partner, pulling elastics with a partner, walking whole notes
- Melodic Rhythm - “Rocky Mountain”
 - a. Standing in a large circle - sing “Rocky Mountain” and tap beat
 - b. Sing and walk beat.
 - c. Sing and walk melodic rhythm.
 - d. Teacher walks 5th measure melodic rhythm and students sing back phrase.
 - e. Teacher walks first measure melodic rhythm and students sing back phrase (2 choices).
- Melodic Rhythm - “L’il Liza Jane”
 - a. Sing “L’il Liza Jane” and tap beat.
 - b. Sing and tap melodic rhythm.
 - c. In partners, sing song and tap beat.
 - d. In partners, sing song and tap walk melodic rhythm.
 - e. In partners one taps beat and the other taps the melodic rhythm.
 - f. Switch.
 - g. Repeat but when the teacher plays the drum switch role.
 - h. Sing and clap melodic rhythm and walk beat.
 - i. Practice syncopation measure in feet and clap beat.
 - j. Sing song and walk melodic rhythm and clap beat.
 - k. Repeat but when the teacher plays the drum switch role.
- Compound Meter – “Row, Row, Row Your Boat”
 - a. Students are standing in a circle - have them pat 3 eighth notes while saying “running and,” pat quarter/eighth combination and say - "skip and," pat dotted quarter and say "step"
 - b. Teacher plays the 3 different rhythms randomly on hand drum and students speak words and pat the rhythms
 - c. Students stand in self space.
 - d. Teacher plays the various rhythms on the hand drum, and the students move through space.
 - e. Students sit and sing “Row, Row, Row Your Boat” (teach by rote if necessary)
 - f. Teacher does locomotor movement while students sing again.
 - g. Students do locomotor movement and sing.
 - h. Students do locomotor movement and sing “Row” with the movement words.
 - i. Teacher explains that the locomotor movement represented the melodic rhythm.
 - j. Inner hearing - only do locomotor movement.
- Durations – “America”
 - a. Sing "America."
 - b. Sing and clap the melodic rhythm.
 - c. Sing and clap on only the quarter notes that occur in "America."
 - d. Sing and walk on only the quarter notes.
 - e. Sing and walk on only the dotted eighth note/eighth note/quarter note combination.
 - f. Sing and half the class walks on quarter notes and the other half sings on the rhythmic pattern.

What is the American Eurhythmics Society?

Founded by Dr. David Frego, Dr. Marla Butke, and Dr. Kathy Thomsen, the American Eurhythmics Society seeks to continue the work of Dalcroze by providing training opportunities in Eurhythmics for music educators who practice their craft in the classroom or in the private teaching studio. The AES serves those teachers looking for meaningful ways to include movement rooted in the philosophy of Dalcroze to meet national and state education standards, and to provide authentic assessment opportunities. The AES teaches personal musicianship along with pedagogy and applications of Eurhythmics. Check out the website at <http://www.americaneurhythmics.org/>. If you become a member you will have access to lesson plans, videos of lessons, piano improvisation ideas, and plastique animée examples with children and adults, a bibliography, blogs, and an extensive recording list with concepts to be taught. Upcoming events/workshops can be found on the site.

To purchase "Meaningful Movement: A Music Teacher's Guide to Dalcroze Eurhythmics" by Marla Butke & David Frego, go to the MUSIC IS ELEMENTARY booth or go to this link - <https://musiciselementary.com/product/meaningful-movement-a-music-teachers-guide-to-dalcroze-eurhythmics/>

Elastics (\$20 for 200) - Contact Hanes Brands, Inc. Attn. Nancy Terry. Her e-mail is nancy.terry@hanesbrands.com. The address is 1904 Clark Road, Box 669, Clarksville, AR 72830, phone 479-979-3492

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