



FMEA 2022 State Conference – Tampa, FL

“Teaching Songs of Social Justice Through Dalcroze Eurhythmics”

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Justice Choir Song Book - Abbie Betinis, Executive Director

Session Description:

This session will highlight songs from the Justice Choir Song Book (available for free download). The outlined activities provide meaningful movement experiences which teach various musical elements found in the songs. These lessons can then lead to a significant discussion of important issues facing global societies.

Activities:

1. Warm-up – “When I know better, I will do better, this I promise, yes, yes, yes.” (based on a quote by Maya Angelou)
 - Teacher speaks chant twice
 - Students speak chant twice
 - Students speak chant twice and step/walk macro-beat (half note)
 - Students speak chant twice and tap melodic rhythm
 - Students speak chant twice and step/walk macro-beat and tap melodic rhythm
 - Students speak chant twice, step/walk macro-beat, and pat right, left, and together with a partner on “yes, yes, yes”
 - Switch groups
2. “Be the Change”
 - Students speak the solfège syllables in rhythm (moveable do)
 - Student sing and outline the solfège do-re-mi-fa-sol, do-la,-sol by stepping the scale degrees
 - Students sing the melody in solfège and outline the solfège by stepping the scale degrees in rhythm (or numbers or letters)
 - Students sing the melody in scale degree numbers, then musical alphabet letters
 - Students sing the song with text, conduct a 4 pattern, and step the beat
 - Students use hands to indicate dynamics (hand by chest with palm out to indicate soft and gradually move out for crescendos and gradually back in for decrescendos) as they sing the song
 - Students sing the song, step/walk the beat, and indicate dynamics with hand
3. “I Lift My Voice”
 - Students speak verse text in rhythm and tap the beat somewhere on body
 - Students conduct a four-beat pattern and speak the text
 - Students speak verse text, tap beat, and walk the triplet
 - Students sing verse, walk the beat and tap the triplet
 - Students sing refrain and step melodic rhythm
 - Students sing entire song – walk triplets in verse and walk melodic rhythm in refrain

4. "Rise"
 - Students clap 16th, 16th, eighth, dotted half note and speak "I will rise" 4 times
 - Students step/walk the anacrusis/crusis (16th, 16th, eighth, dotted half note) and extend arm for the dotted half note as they speak "I will rise" 4 times
 - Discuss energy through the anacrusis of "I will rise"
 - Speak the text of the verse while stepping/walking the anacrusis/crusis (16th, 16th, eighth/dotted half note) and extend arm through the phrase
 - Sing the verse
 - Sing the verse while stepping/walking the anacrusis/crusis (16th, 16th, eighth/dotted half note) and extend arm through the phrase
 - Students speak text of refrain and sway to the half note in the measures with half notes and whole notes and step the quarter note in the other measures
 - Sing refrain while swaying to the half note in the measures with half notes and whole notes and stepping the quarter note in the other measures
 - Sing coda while stepping melodic rhythm and raising hand
 - Sing and move (as previously done) to the entire song
5. "Lift Every Voice"
 - Students tap the dotted quarter note as teacher plays hand drum
 - Students tap eighth notes as teacher plays hand drum
 - Students improvise a combination of triplets, quarter/eighth, and dotted quarter
 - Students step dotted quarter note and individually tap the eighth note while teacher plays the song on the piano
 - Students speak text of the refrain (first 3 lines) and step/walk macro-beat (dotted quarter note) while teacher plays the hand drum
 - Students walk the dotted quarter and tap only the anacrusis triplet, plus the first beat
 - Students sing the refrain and step/walk the melodic rhythm—be aware of the anacrusis to each phrase and increase the energy in the steps
 - Students sing refrain and walk the dotted quarter plus tap the triplets when they occur—be aware of the anacrusis to each phrase and increase the energy in the steps
6. "We Choose Love"
 - Students sing song and paint to indicate legato
 - Students paint, walk macro-beat, and change direction on phrases
 - Students paint, walk macro-beat on phrases one and three, and walk micro-beat on second phrase
 - Students walk, paint and sing the score

Discussion questions

- Which text spoke to you the most? Why?
- How does the music add to the emotional connection to the text?
- How does the movement add to the emotional connection to the text?
- How do these songs connect to our society today?

References:

Butke, M. A. & Frego, R. J. D. (2021). *Dalcroze Eurhythmics in the Choral Classroom*. Milwaukee, Hal Leonard. ISBN: 978-1-70513-344-6

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