

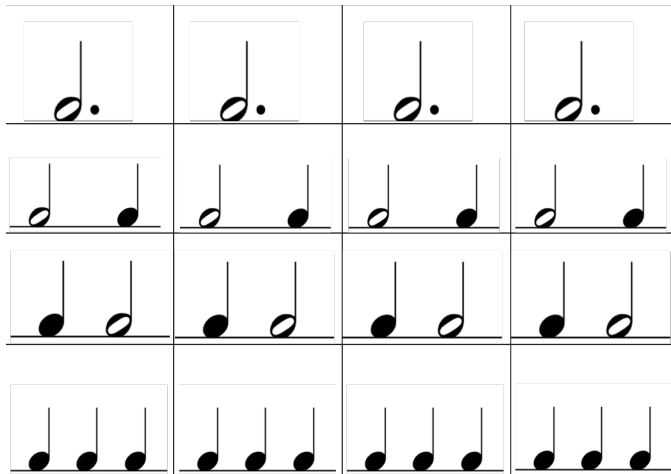


Creating a Culture of Movement with Dalcroze Eurhythmics

2024 FMEA Conference

1. “We are Family” Sister Sledge
 - a. Students are seated.
 - b. Teacher pats different places on body or moves parts of body to the beat. Students split-second imitate as music is played.
 - c. As music is played, students find different ways to show the steady beat. Teacher says “change” every 16 beats so students find another way of keeping the beat.
2. “Ever, Ever After” Carrie Underwood
 - a. Students stand in place.
 - b. As music is played, students find different ways to show the steady beat. Teacher says “change” every 16 beats so students find another way of keeping the beat.
3. “Everybody Dance” Chic
 - a. Students stand in self-space.
 - b. Teacher explain movement rules – move as invited to do, perimeters of where to move, stay in your own bubble, if you accidentally run into someone, say you’re sorry, visit the country and the city.
 - c. Teacher plays the beat on a hand drum. Students walk through space. When the teacher says “pause” the students stop walking.
 - d. Teacher plays half notes and students walk. Emphasize pulling gum/thread to help students use their arms.
 - e. Teacher plays half notes and students walk. When teacher “pauses,” the students stop walking but continue to pull gum/thread/move arms in half notes.
 - f. As music is played, students walk the beat, half note, or pause as teacher indicates. Use hip/hop as cue words – hop – move to half notes, hip – move to quarter notes, drum signal – pause).
4. Walk Bass/Clap Treble
 - a. Students are seated.
 - b. When students hear high pitches, the students gently pat their heads to the steady beat. When students hear low pitches, they pat the floor to the steady beat. Teacher is improvising on the piano (black keys or atonal is fine).
 - c. Students are standing.

- d. When students hear high pitches they clap the repeated duration. When students hear low pitches, they step gently in place to the repeated duration. Teacher improvises different durations.
 - e. Students are standing in self-space.
 - f. When students hear high pitches they clap the repeated duration. When students hear low pitches, they walk through space to the repeated duration. Teacher improvises different durations.
 - g. Repeat last step with overlapping high/low pitches as teacher plays different durations.
5. “Vergnügen und Lust” J. S. Bach



- a. Walk each horizontal line to the drum.
 - b. Walk each vertical line to the drum.
 - c. Divide group in two—one group steps the horizontal line; one steps the vertical.
 - d. Partners with elastics or neckties in parallel position—move the ties to the patterns
 - e. Play music and walk horizontal, then vertical patterns.
6. “Allunde, Alluia” Mawaka
- a. Provide background information.
 - Nigerian lullaby in Swahili
 - Performed by Mawaca – Brazilian ensemble know for world music
 - Translation – O God of the sunrise, protect this child. Help the infant to grow and become a worthy member of our tribe
 - b. Have students stand in a circle and divide in half.
 - c. A section – One half of students give a welcoming/giving arm motion on macro-beats 4 & 1, and second half of class shows a receiving arm motion on macro-beats 2 & 3 - practice first without music, teacher plays a hand drum to keep the beat.
 - d. Repeat with music (start at '21).
 - e. B section – walk beat, then at teacher’s signal, find a partner and move together (sway, high fives, anything they want).

7. “What the World Needs Now” Dionne Warwick
 - a. Students stand in a large circle.
 - b. Students sway in and out to macro=beat for first chorus, verse – tap right hand (quarter notes, dotted half notes, or other pattern), switch, last chorus – sway by yourself then form small groups and sway in and out to macro-beat.
8. “Fight Song” Rachel Platten
 - a. Students stand in pairs facing each other. To form two parallel lines with the elastics crisscrossing similar to a shoelace. Ready position—right arm forward; left back.
 - b. Teacher plays half notes and quarter notes on the hand drum and the students pull the elastics according to the indicated note value.
 - c. Add "Fight Song" by Platten, and repeat the activity as the teacher cues half notes on the verse and quarter notes on the chorus.
9. “Mission Impossible” Lalo Schifrin
 - a. Students tap the beat in groups of 5 (accenting beat 1).
 - b. Students tap on beats 1, (2), & (3), 4, 5.
 - c. Tap with music.
 - d. Tap on beats as before and step on beat 1.
 - e. Add music.
 - f. Tap on beats before and step on beats 1, 4, 5.
 - g. Add music.
10. “Nimrod” *Enigma Variations* Edward Elgar
 - a. With elastics, move individually to the music expressively.
 - b. Form small groups and move the elastics expressively.
 - c. Form large groups move the elastics expressively.

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