

**New Mexico MEA  
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## **Dalcroze Eurhythmics: Meaningful Movement**

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.

### **Warm-ups**

- 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**

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

### **Beat Awareness**

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

### **Subdivision**

- 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**

- 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”**

- 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

Elastics information: Contact Hanes Brands, Inc. Attn. Nancy Terry. Her e-mail is [nancy.terry@hanesbrands.com](mailto:nancy.terry@hanesbrands.com)

The address is 1904 Clark Road, Box 669, Clarksville, AR 72830  
phone 479-979-3492.

### **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/>