

Dalcroze Eurhythmics - MFN 2174

Fall 2020 - Friday, 9:30am-11:30am

Meet in Greenwall Auditorium

Instructor: Chris Rose, chrisrose@bennington.edu, Jennings 213

Office Hours: Tuesdays 4-5pm or by appointment.

Hello! The following is a description of our coming 7 weeks together. Page 1 is a big word salad of music terms that attempt to summarize *some* of what Dalcroze sought to teach through his method. Page 2 lists some class expectations, grading and attendance policy, and homework details.

Original Course Description:

We performers, makers, and listeners think of sound as music's medium, but we don't just hear music: we feel it. We will play with embodiment and as the origin of dynamic, felt experience and with proprioception as the bridge connecting our innate musical understanding to the abstract language of musical sound. Students' weekly homework--listening, conducting, and following scores--will support sessions of movement and singing to understand notes and rhythms as the building blocks of expression. Meredith Monk, herself a Dalcroze Eurhythmics student, said it this way: "All musical truth resides in the body."

Emile Jaques-Dalcroze (1865-1950) saw all music as a metaphor for the body experiencing itself. The Swiss-born composer and teacher invented a whole coursework to musically explore our sixth sense, proprioception. In Eurhythmics, (greek for 'good flow') we'll play with embodiment as the origin of dynamic, felt experience, designing games of movement and music to challenge the depth, breadth, and quality of our awareness. Weekly readings will help us investigate further.

Musical Goals

- a) Explore Proprioception, Spatial Awareness, Shifts of Weight
- b) Explore the roles of Performer, Listener, and Composer/Producer
- c) Explore Vibration, the Voice, and the Resonant Body
- d) Explore participatory frameworks: rhythm~meter, melody~phrase, harmony~progression
- e) Explore genre as fluid and genre fluency as experiential.

Musical Skills (the so-called fundamentals)

- a) Perform major and minor scales with voice and piano
- b) Perform duple and triple rhythms up to the sixteenth note
- c) Perform intervals, triads, and seventh chords, and understand their function.
- d) Perform written music and transcribe heard music.
- e) Write traditional notation to the sixteenth note in treble and bass clef.

Student-directed Goals and Skills (**Students will invent in Wk 1 survey**)

- a)
- b)
- c)

(in the past, these have included notating ideas you hear in your head, notating bird calls, recognizing meters, beats, and chord progressions, singing harmony to a melody, etc.)

Respectful Expectations

- a) Attend each Friday class session, ready to participate and interact.
 - i) Don't Bring the Funk: Do shower, wear clean clothes, and present yourself thoughtfully.
 - ii) Do arrive early enough to leave your socks, shoes, and electronics at the door, ready to begin at 9:30 sharp.
 - iii) Do be aware that physical movement and physical interaction (clasping/patting of hands, linking of arms, tapping of shoulders, etc.) are central to each class session.
 - 1) *Note that we will be socially distancing until further notice.*
- b) Please create an open, welcoming environment for your colleagues.
 - i) Please consider the feelings of each colleague, especially with respect to the diversity of musical experiences and personal musical goals in the room.
 - ii) Please consider that we are an ensemble, and your joyful and thoughtful presence supports both your own learning as much as your colleagues'.
 - iii) Please consider that, as an experiential group class, **no make-up work will be offered.**
 - iv) Please consider out-of-class assignments to be supportive, supplemental, and playful.

Grading

- a) Discussion boards are 10 points each, 5 for your comment, 5 for your response to another's comment.
- b) Class attendance is 50 points each.
- c) Sometimes discussion boards will be worth more if it's a project or partner work; I'll tell you.
- d) Archives assignments are worth 1 or 2 points, not because they aren't important, but because they don't affect your classmates as much.
- e) For each graded item, you lose 10% if it's posted <24hrs after due, and 20% if >24hrs after due. Similarly for tardiness: <10minutes::-10%, >10 minutes::-20%
- f) If it's on time, it's full credit! If you're there, full credit!

Listening and Making

To grow as an artist, it's all about diet and exercise! Listening is the fruits and vegetables of your musical life, and for me jamming and improvising is the exercise--but everybody has a different favorite way to work out. Take notice that in college, diet and exercise both literal and figurative can easily fall away amidst the hecticness. Be sure to take care of yourselves and each other in all the ways.