

Dalcroze Eurhythmics - MFN 2114

Spring 2020 - Thursday, 3:40pm-5:30pm

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

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

Original Course Description:

Emile Jaques-Dalcroze (1865-1950) saw all music as a metaphor for the body experiencing itself. We don't just hear music: we feel it, and 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. Students' weekly homework—reading and labelling scores and leadsheets to understand the grammar of music: notes, rhythms, and harmonies—will help build fundamentals of musicianship, alongside exercises in rhythm, singing, and reading.

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 for music:
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 **TBD**

- a)
- b)
- c)
- d)
- e)

Respectful Expectations

- a) Attend each Thursday 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.
 - 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.
- 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 class, no make-up work will be offered.
 - iv) Please consider out-of-class assignments to be supportive, supplemental, and playful.

Other things of which to be aware:

-Homework will be posted on Populi, often in the form of a discussion board where students will be expected to post original content and respond to someone else's original content.

-Homework will be due each week by midnight on Wednesday.

Week 1 Homework

1) a google survey i send you

The types of responses you all submit. will inform page 1 goals and the types of homework we get in the future. The survey will invite you to share not only your story up until now, but also what inspires you, excites you, makes you want to know more about music. Do you just want to understand how it works? Do you want to be able to play it yourself? Are you simply trying to be more in touch with your body as it moves through space? Are there extra-musical applications to what you'll be exploring here?

2) posting a song/piece you are in to.

Spotify ok? Youtube ok?