



AES National Conference 2021 Uniting Dalcroze Eurhythmics with Songs of Social Justice
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Justice Choir Song Book - Abbie Betinis, Executive Director

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”
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,
 - 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. “Lift Every Voice”
 - Students step dotted quarter note as teacher plays hand drum
 - Students tap eighth notes as teacher plays hand drum
 - Combine hands and feet and when teacher says “switch,” put dotted quarter note in hand and eighth notes in feet
 - 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 speak only text of eighth notes and the following downbeat (explain this is the anacrusis/crusis except in the last phrase) and step/walk macro-beat while teacher plays the hand drum
 - Students speak text of 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 step/walk the melodic rhythm – be aware of the anacrusis to each phrase and increase the energy in the steps
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. “We Choose Love”
- Students speak text and paint macro-beat
 - Students sing song and paint macro-beat
 - Students sing song, paint and step macro-beat
 - Students sing song, paint, and step macro-beat on phrases one and three, and step micro-beat on second phrase

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?