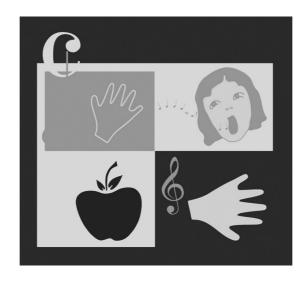
Developing Rhythmic and Melodic Literacy Using Classical Music



John M. Feierabend

The Hartt School
University of Hartford

Feierabend Association for Music Education www.feierabendmusic.org

Developing Rhythmic Literacy Using Classical Music

Beat/Meter

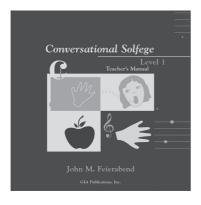
Using Classical Music for Beat and Meter Competency

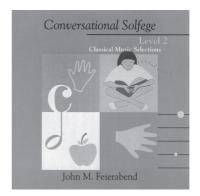
- 1) Here and There (1)
- 2) Oh, Dear! What can the Meter Be? (1)
- 3) Assessment



Rhythmic Reading

Pattern warm-ups with classical music accompaniment





Reading and creating patterns:

Monophonic Reading (2,3)

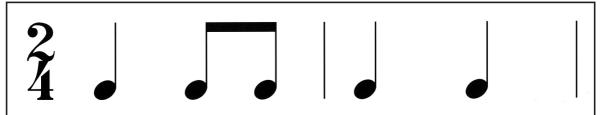
Conversational Solfege – Level 1

General Music

Unit 1 Patterns Set 1A 1. **2** 7. 2 8. 7

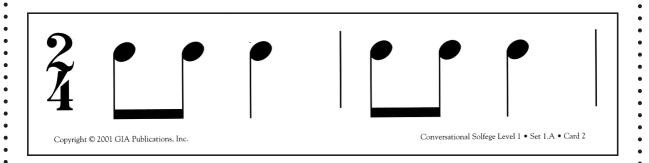
Homophonic and polyphonic Reading (3,4)

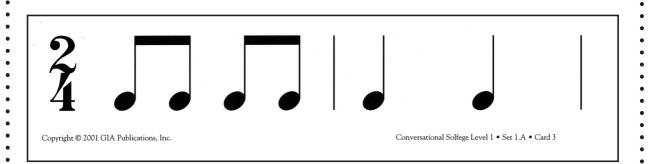
Using Flashcards

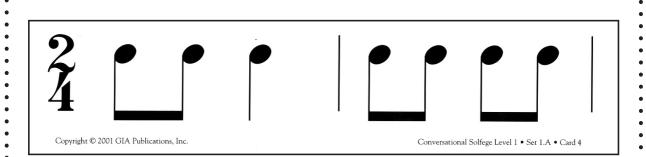


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Conversational Solfege Level 1 • Set 1.A • Card 1





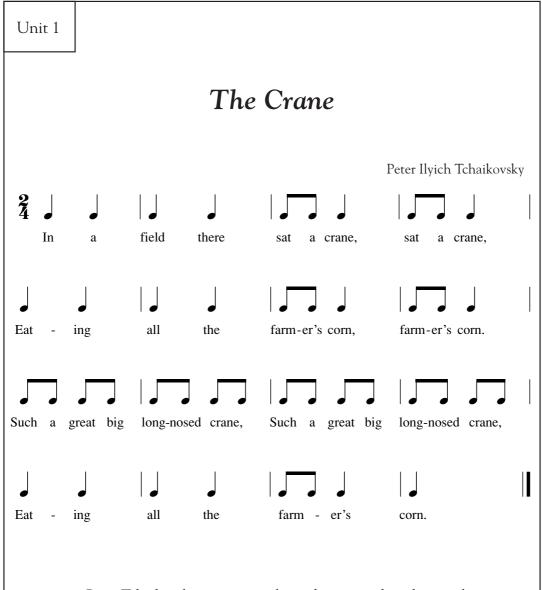


2/4 quarter and two eighths

Tchaikovsky – Symphony #2, 4th Movement "The Crane" (2,3)

Conversational Solfege – Level 1

General Music



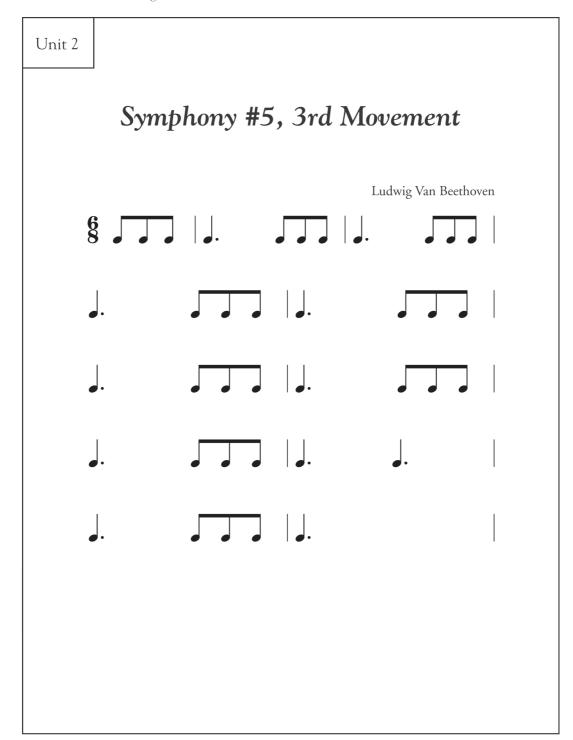
Peter Tchaikovsky wrote several symphonies, each with several sections or movements. In the fourth movement of the second symphony, he included part of this Russian folk song many times. Listen and discover which part he used.

6/8 dotted Quarter and three eights

Ravel – Bolero Beethoven – Symphony # 5, 3rd Movement (2,3)

Conversational Solfege – Level 1

General Music



2/4 quarter rest

Haydn- Theme from the Surprise Symphony (4,5) Strauss – Feuerfest Polka, Op. 269 (4,5) Beethoven – Symphony # 7, 2nd Movement (4,5)

Conversational Solfege – Level 2

General Music

2 •	•	•	(1770-	1827)
•			•	
•	, ,	•	}	

SRB 46 TM 101

6/8 dotted quarter, three eighths and quarter followed by eighth

Grofé – On the Trail from the Grand Canyon Suite (polymetric (2,3)

2/4 half note

Kabalevsky – The Comedians, "Pantomine (4,5,7) Jolly Old Saint Nicholas Greig – Peer Gynt Suite, "In the Hall of the Mountain King"

Conversational Solfege - Level 2

© CD #2, Track #8

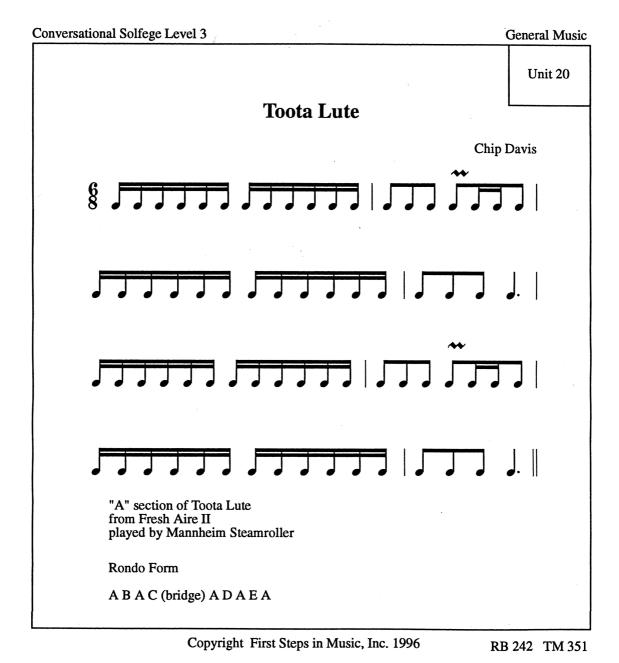
General Music

Unit 7 In the Hall of the Mountain King 📀 Edvard Grieg (1843-1907)Peer Gynt Suite Perform entire page with repeats three times.

SRB 77 TM 151

6/8 sixteenth notes

Handel – Minuet, Water Music in G (6) Davis – Toota Lute (7)



Developing Melodic Literacy Using Classical Music drm Melodic Reading

Conversational Solfege – Level 1

General Music

Unit 4

Patterns Set 4A

















drm

Bizét – The Carillon from L'Arlesienne Suite (2,3)

Conversational Solfege - Level 1

General Music



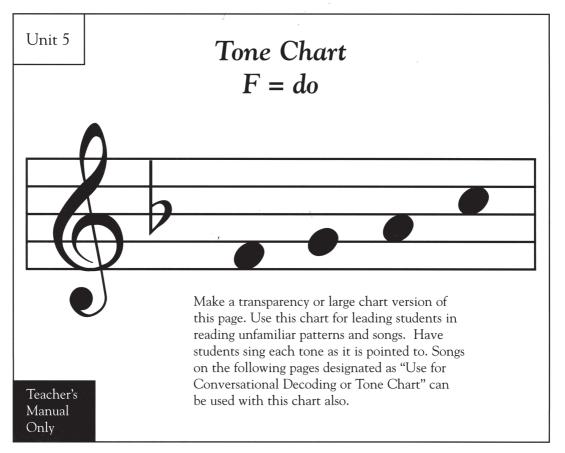
TM 250 SRB 105

drm s

Dvorák – New World Theme (5,6)

Conversational Solfege – Level 2

General Music



TM 46

drm sl

Grieg – Morning, Peer Gynt Suite (5,6)

drmf

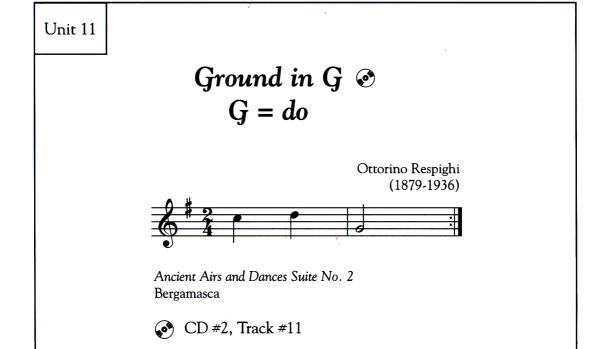
Offenbach – Barcarolle Waltz, Tales of Hoffman (5,6)

d fs

Respighi – Ground in G, Ancient Airs and Dances Suite No. 2 (5,6)

Conversational Solfege – Level 2

General Music



TM 272 SRB 153

drmfsl

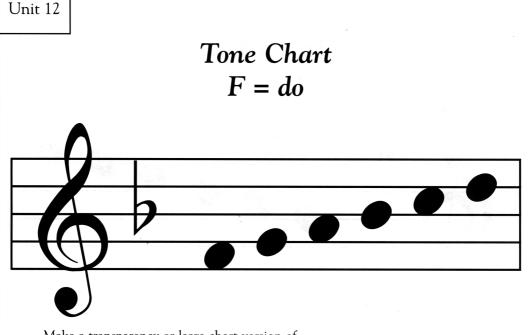
Bach – Jesu Joy of Man's Desiring (5,6)

drmfsl

Sibelius – Finlandia (5,6)

Conversational Solfege - Level 2

General Music



Make a transparency or large chart version of this page. Use this chart for leading students in reading unfamiliar patterns and songs. Have students sing each tone as it is pointed to. Songs on the following pages designated as "Use for Conversational Decoding or Tone Chart" can be used with this chart also.

Teacher's Manual Only

TM 309

d mfsl d'Pachelbel – Canon in D (7)

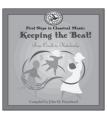
Selections taken from:

- 1) First Steps in Classical Music: Keeping the Beat! (CD) GIA Publications, Inc. 2001
- 2) Conversational Solfege Level 1 Teacher's Manual GIA Publications, Inc. 2002
- Conversational Solfege Level 1 Classical Selections (CD) 3) GIA Publications, Inc. 2002
- Conversational Solfege Level 1, Flashcards 4) GIA Publications, Inc. 2002
- 5) Conversational Solfege Level 2 Teacher's Manual GIA Publications, Inc. 2002
- Conversational Solfege Level 2 Classical Selections (CD) 6) GIA Publications, Inc. 2002
- 7) Conversational Solfege Level 3 Teacher's Manual GIA Publications, Inc. 2002
- 8) Move It! Expressive Movements with Classical Music (CD/DVD) GIA Publications, Inc. 2003
- Move It! 2 Expressive Movements with Classical Music (CD/DVD) 9) GIA Publications, Inc.











CD-493 First Steps in Classical Music: Keeping the Beat

CD-903 Music For Creative Movement - 3 CD Set

G-8453 Word Wall

DVD-549 **Move It!** Music DVD, CD, and booklet

DVD-756 **Move It! 2** Music DVD, CD, and booklet

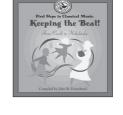
DVD-756 Music DVD, CD, and booklet

Conversational Solfege















Level 1:

G-5380 Teacher's Manual

G-5380FL Flashcards G-5380S Student Book

CD-526 Classical Selections CD

Level 2:

G-5381 Teacher's Manual

G-5381FL Flashcards G-5381S Student Book

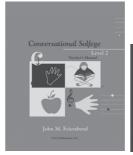
CD-527 Classical Selections CD

Level 3:

G-5382 Teacher's Manual G-5382S Student Book

G-5547 The Book of Tunes for Beginning Sight-Readers









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Dr. John Feierabend is considered one of the leading authorities on music and movement development. He is a Professor of Music and the Director of the Music Education Division at The Hartt School of the University of Hartford and is a past President of the Organization of American Kodály Educators as well as a NAfME Lowell Mason Fellow. A music educator for

over thirty years, he continues to be committed to collecting, preserving and teaching the diverse folk music of our country and using that folk music as a bridge to help children understand and enjoy classical music. His work is based on his belief that many generations can share common experiences such as traditional folk songs and rhymes, which can help develop a valuable but dwindling commodity - a sense of community. Dr. Feierabend's research has resulted in two music curricula; First Steps in Music, a music and movement program for infants through elementary aged children and Conversational Solfege, a music literacy method for use in general music classes. Dr. Feierabend also helped develop the PBS children's television series Lomax: The Hound of Music, which is based on his First Steps in Music curriculum.



http://www.feierabendmusic.org

The chief aim of the Feierabend Approach is to build community through music by evoking enthusiastic participation of all people. To that end this approach strives for all people to become tuneful, beatful and artful through research based and developmentally appropriate pedagogies that use quality literature. Ideally begun in early childhood, these goals remain of primary importance at any age as they serve as the foundation for all further musical development. Accomplish these goals by first learning authentic folk songs and folk dances (music and movement created by a community for the purpose of encouraging community participation). Further the understanding and appreciation of music through making connections from folk songs and dances to masterworks.

Learning notation, playing instruments and giving performances are secondary goals and should be introduced only after individuals become tuneful beatful and artful. Present notation only after rhythm and melodic elements are aurally (conversationally) understood through the use of rhythm syllables and solfege syllables. Express music through instruments rather than use instruments to become musical.

The mission of the Feierabend Organization is to promote and create print and electronic resources that further develop these ideas, to promote seminars and teacher certification training that encourage these ideas and to organize regional, national and international conferences that proliferate and expand on these ideas