



DALCROZE USA

*Virtual
Afternoon*

Virtual sessions via Zoom
Saturday, January 15, 2022
1:00–4:00pm ET

DALCROZEUSA.ORG/VIRTUALAFTERNOON

DALCROZE USA VIRTUAL AFTERNOON

Saturday, January 15



	SESSION A		SESSION B		SESSION C	
1:00–1:50	Rests: The Space Between the Notes	Dittus	Guided Improvisation	Joviala		
2:00–2:25	Experiential Solfège for Elementary Classrooms	Molinaro	Delsarte Zones of the Body	Williams		
2:35–3:00	How Eurhythmics Can Bring Our Diverse Schools Together	Cerria	Exploring Somatic Musicality in Dalcroze-Inspired Dance Practices	Schofer	Criticism Becomes Inspiration: An Introduction to CRP	Schreffler
3:10–4:00	Counterpoint, Clave, and Afro-Centric Music	Ryan				
4:00–4:30	Break					
4:30–5:30	DSA General Meeting	DSA Board of Trustees				

SESSION DESCRIPTIONS

Saturday, January 15

1:00pm – 1:50pm ET

RESTS: THE SPACE BETWEEN THE NOTES

Jeremy Dittus

[PURPLE ROOM ZOOM LINK](#)

Both W. A. Mozart and Claude Debussy have suggested that the essence of music is the silence between the notes. But how can we capture silence in movement? How can we find purpose and meaning in the negative space between pitches? In this session, we will explore different ways of embodying rests and how they impact both measure shape and phrase.

GUIDED IMPROVISATION

Michael Joviala

[BLUE ROOM ZOOM LINK](#)

This session will focus on long-form improvisation for musicians of all levels of experience. Participants will see a series of prompts with suggestions for improvisation ranging from very open to very specific. I'll be improvising on the piano, but all instruments (including voice and movement) are welcome. Players will be working alone, but we'll come together to discuss our experiences with the goal of deepening our connections to ourselves, our instruments, our craft, and our artistry.



2:00pm – 2:25pm ET

EXPERIENTIAL SOLFÈGE FOR ELEMENTARY CLASSROOMS

Anthony Molinaro

[PURPLE ROOM ZOOM LINK](#)

How can elementary solfège be presented through physical experience? How can principles of Dalcroze Solfège apply to a public school solfège curriculum? Anthony Molinaro presents a series of lessons that allow students to embody and connect to solfège in powerful ways and apply what they have learned to repertoire.

DELSARTE ZONES OF THE BODY

Joe Williams

[BLUE ROOM ZOOM LINK](#)

The movement work of François Delsarte (1811–1871) is known to have intersected with and influenced in some way the work of Émile Jaques-Dalcroze. In this workshop, we'll look at some of the primary zones of the body, their expression of the human trinity, mind-body-spirit, and how they support a moving musicality.



SESSION DESCRIPTIONS

Continued

2:35pm – 3:00pm ET

HOW EURHYTHMICS CAN BRING OUR DIVERSE SCHOOLS TOGETHER

Patrick Cerria

[BLUE ROOM ZOOM LINK](#)

American public schools are extraordinarily diverse: culturally, socially, emotionally, economically, and developmentally. I believe Eurhythmics is the perfect method to help all teachers bring these populations together.

EXPLORING SOMATIC MUSICALITY IN DALCROZE-INSPIRED DANCE PRACTICES

Danica Schofer

[PURPLE ROOM ZOOM LINK](#)

Danica Schofer shares findings in exploring somatic music-making in the dancing body. The presentation will begin by sharing “Rainstorm,” an interdisciplinary project exploring music/dance relational pairings. Danica will then discuss Dalcroze-inspired ballet exercises as an avenue for technical/expressive possibilities. Attendees will participate in simplified group-work, exploring mindfulness techniques from the exercises.

CRITICISM BECOMES INSPIRATION: AN INTRODUCTION TO CRP

Sarah Schreffler

[GOLD ROOM ZOOM LINK](#)

Discover the possibilities for integrating Critical Response Process (CRP) into Dalcroze Education and methodology. After an introduction to CRP and a short demonstration of the core principles in action, we will discuss and brainstorm in small and large groups.



3:10pm – 4:00pm ET

COUNTERPOINT, CLAVE, AND AFRO-CENTRIC MUSIC: A HANDS-ON WORKSHOP FOR 21ST-CENTURY MUSICIANS

Josh Ryan

[BLUE ROOM ZOOM LINK](#)

In this interactive session, Josh Ryan will give participants a guided tour of some of the fundamental rhythmic and musical concepts of Afro-Centric music. Notions of strong/weak beat, the structure of a rhythmic phrase, and the organization of syncopation will be discussed and experienced directly. Attendees will play some of this rhythmic vocabulary and have a few examples to take with them.

Participants are encouraged to find something to hit, such as a drum, pillow, bucket, or table.

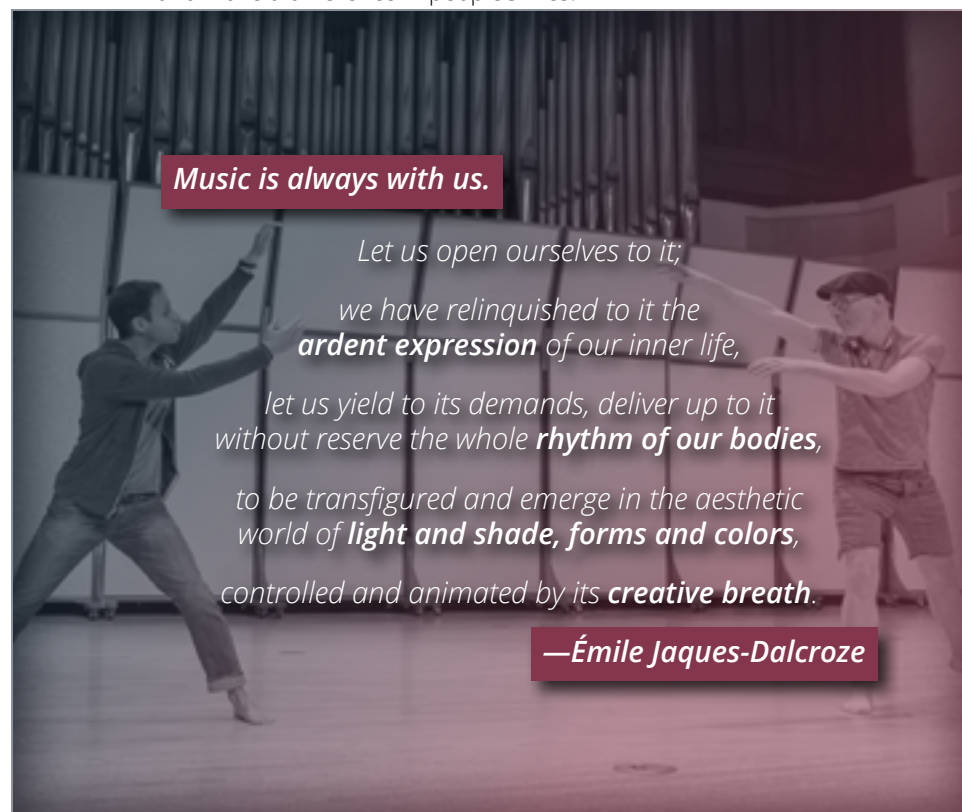
4:30pm – 5:30pm ET

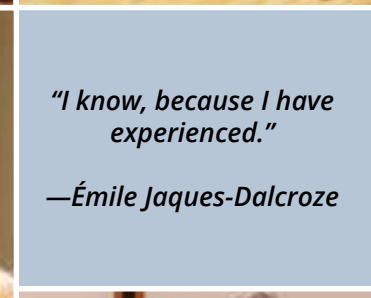
DSA GENERAL BUSINESS MEETING

DSA Board of Trustees

[GENERAL MEETING ZOOM LINK](#)

Join us for a report on recent Dalcroze Society of America activities since the last conference. Come and find out how the Board is putting your membership dues and generous donations to work to advance our collective mission and make a difference in people's lives.





"I know, because I have experienced."

—Émile Jaques-Dalcroze

*"We cannot teach what we wish;
we cannot teach what we know;
we can only teach who we are."*

—Émile Jaques-Dalcroze



PRESENTER BIOS



Patrick Cerria earned a dual BA in music and the humanities from William Paterson University in New Jersey. He was awarded the Dalcroze Elementary Certificate from The Juilliard School. In 2019 he was accepted into the Marta Sanchez Dalcroze Training Center at Carnegie Mellon University to begin his License work. Patrick has spent the last fifteen years teaching varied populations of students — including a self contained school for autistic children, and another for students with physical and/or developmental disabilities. He has also worked extensively in urban education teaching grades kindergarten through high school. This includes two alternative high schools for inner-city students: one for students classified as at-risk, and the second for students with behavioral classifications. Patrick also provides staff development workshops to educators and administrators to help create movement based classroom management strategies so they can better accommodate the varied learners they must now teach.



Dr. Jeremy Dittus, Diplôme Supérieur Jaques-Dalcroze enjoys a career as a pianist, theorist, and Dalcroze Education Specialist. An avid recitalist, he has per-

formed solo and chamber programs and presented Dalcroze masterclasses throughout the United States, Europe, and Southeast Asia. He directs the Dalcroze School of the Rockies (DSR) and chairs the Dalcroze Musicianship program at the Suzuki Music Institute of Dallas. He teaches on the faculty at Hope College in Holland, Michigan, and serves on l'Collège de l'Institut Jaques-Dalcroze. Dr. Dittus founded the Dalcroze School of the Rockies (Dallas, TX and Denver, CO) in 2010; the DSR offers courses for youth ages 4-18, adult enrichment, full-time study toward the Dalcroze Professional Certificate, Dalcroze License, and post-License study (virtual and on-line options available). Publications include two teacher-training textbooks, *Embodying Music and Moving Sound*, along with ten volumes of DSR youth curriculum: *Eurhythmics I and II*, *Rhythmic-Solfège I-V*, and *Advanced Dalcroze I-III*.



Michael Joviala is a pianist, clarinetist, improviser and teacher in New York City. Training: Diplôme Supérieur, Institut Jaques-Dalcroze, Geneva, Switzerland;

Dalcroze License, Longy School of Music; Dalcroze Certificate, Juilliard. DMA, Stony Brook University; MA, Teachers College, Columbia University, New York City, NY; BA University of the Arts, Philadelphia, PA. Faculty: Columbia University, The Dalcroze School at Lucy Moses School, the Diller-Quaile School of Music, the American Musical and Dramatic Academy in New York City. He leads the group Loco Motors, an ensemble specializing in techniques derived from the practice of both Dalcroze and free improvisation and improvises as a solo artist.



As an music educator, instrumentalist, podcaster, and producer,

Anthony Molinaro has always kept the Dalcroze approach as a central approach to his musicianship. With

over 14 years in public school practice, Anthony has created a Dalcroze classroom in the public school district of Grove City, Pennsylvania. He is also a faculty member and Eurhythmics instructor at Carnegie Mellon University in Pittsburgh, as well as the Eurhythmics specialist for the Pittsburgh Youth Chorus and Sing Sing Sing music academy, and serves as the Board-Chair of the DSA. He is also the co-host and producer of The New Dalcrozian podcast. As a frequent participant and presenter at the Carnegie Mellon University Marta Sanchez



Josh Ryan teaches percussion and percussion methods, directs the percussion ensemble, and serves as chair of the woodwinds, brass & percussion department

at Baldwin Wallace University in Berea, OH. A versatile performer and clinician, Ryan is an active musician in many genres. He has been the principal timpanist of the Madison Symphony Orchestra and has also performed with the Maryland Symphony, Baltimore Symphony Orchestra, Cleveland Chamber Symphony, Peabody Symphony Orchestra, and the Wisconsin Chamber Orchestra. Ryan has also taught at the University of Wisconsin-Whitewater, where he founded the summer percussion camp.



Danica Schofer is a dance/music artist currently completing their senior year at Muhlenberg College. At Muhlenberg, Danica has performed in multiple departmen-

tal dance productions, most recently as a dancer/composer for Loren Groenendaal's "Between Sky and Earth, Everywhere Flowers" in Muhlenberg's Site Responsive Festival. As a musician, Danica composes work regularly and sings/plays piano in multiple departmental jazz ensembles and concerts. Danica develops interdisciplinary dance/music pieces, most recently "Covalent Connections," presented by Muhlenberg Theatre Association. She has taught/tutored at Steppin' Out Academy of Dance, School of Rock West Hartford, Muhlenberg Community Dance Center, Muhlenberg Elementary, and Muhlenberg College. Danica recently

studied Dalcroze with Longy Institute of Music and Carnegie Mellon University while completing grant-funded research mentored by Prof. Megan Flynn on discovering somatic musicality, or feeling music-making, within dance practices through Dalcroze.



Sarah Schreffler has an extensive background as a recitalist, chamber musician, and orchestral performer. She is a founding member of the Burn City String Quartet and its sibling ensemble, the violin duo Broke Fiddles. Dr. Schreffler also performs as a collaborative artist and soloist with the Cactus Chamber Musicians, who serve the Phoenix area with multifaceted, imaginative programs, and is a frequent collaborator in recording sessions with a variety of artists. Dr. Schreffler currently serves as Violin Instructor and Director of Orchestras at Phoenix College, and teaches and coaches at Arizona School for the Arts. She holds performance degrees from The Cleveland Institute of Music and Arizona

State University, and is currently pursuing certification to teach Dalcroze Eurhythmics from the Dalcroze School of the Rockies.



Studying and reconstructing the Delsarte system since 1995, **Joe Williams** is the leading teacher of this beautiful movement work and philosophy, sharing its relevance to teaching the arts today. Joe studied Dalcroze with Robert Abramson for over ten years, and for six summers assisted him teaching Delsarte based movement at Juilliard. Currently Joe teaches Delsarte based classes for a wide range of performance artists, from modern dance, ballet, and theater dance, to folkloric dance and burlesque and Shakespeare. Workshop locations include Barnard College, Cincinnati Conservatory, University of Wisconsin, University of Beyreuth, University of Strasbourg, Stuttgart Conservatory, National Center of Dance Paris, National Institute of Art History Paris and many others.



THE DALCROZE LAB

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*Explore the process and pedagogy of
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DALCROZE AS DAILY PRACTICE

2021 DSA Memorial Scholarship Recipient
Mira Larson

For the first time, this summer's Dalcroze Academy felt to me like a retreat. Last school year had been both so full of teaching and so devoid of human contact. Being in a room with others and sharing space, breath, and eye contact was life-giving. Being able to pause everything else and focus on my own development felt like a breath of fresh air.

During the three-week session, I got to experience many classes with Michael Joviala. He showed us ways of connecting music and movement in our own improvisatory practice. Moment by moment, this dialogue helps find an evolving individual approach.

Through improvisation and experimentation, comfort with self is developed, even when that means facing one's weaknesses. The main lesson I took away, along with tangible exercises, was a sense that Dalcroze can be my own daily practice, not only an approach to use when teaching music to others.

This summer also taught me about trust. Trust in my mentors, colleagues, and mostly in myself. I began to rely on my body and subconscious mind to store away the work done in eurhythmics and movement classes. I strove to draw increasingly on that information when improvising for move-

ment. Piano is not my primary instrument, and any way to make it more approachable is my cup of tea. When the time came for checkpoint exams, I instructed myself to trust all my hours of practice and internalized knowledge. This helped me keep my cool (also something I'm always looking for strategies for).

I am grateful for these three weeks of discovery. Thank you to the DSA and the Dalcroze School of the Rockies Dalcroze Academy faculty, and thank you and congrats to all my fellow students—I will remember summer 2021 with fondness.

Apply at dalcrozeusa.org/scholarships

**21
22** Memorial Scholarships
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MEET DALCROZIANS FROM AROUND THE COUNTRY

...and support the work of Dalcroze USA at the same time!

We invite DSA members to serve on committees, which generally meet once a month on Zoom.

- Chapter Outreach Committee
- Diversity, Equity, Inclusion Committee
- Finance Committee
- Governance Committee
- Marketing Committee
- National Events Committee
- Professional Development Committee
- Publications Committee



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Find and contact credentialed members of our community to study or explore Dalcroze Education.

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Fill out our Training Survey to get on the list!

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Your support enables us to sustain and expand the impact of Dalcroze Education in the United States and around the world. Thank you.

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