

# Centering Meter, Provincializing the West: Toward a Diversified and Inclusive Music Theory Curriculum Handout

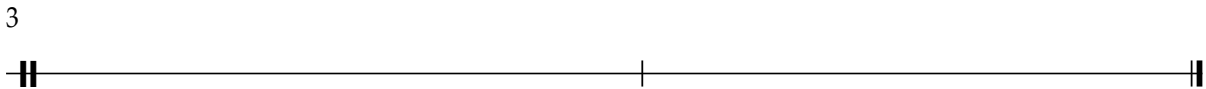
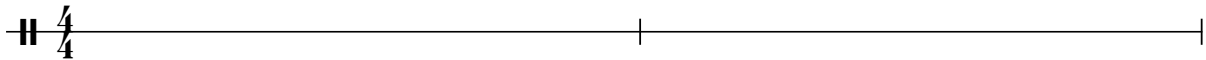
## Activity 1: Rhythmic Dictation

Upon completing this activity, students will be able to:

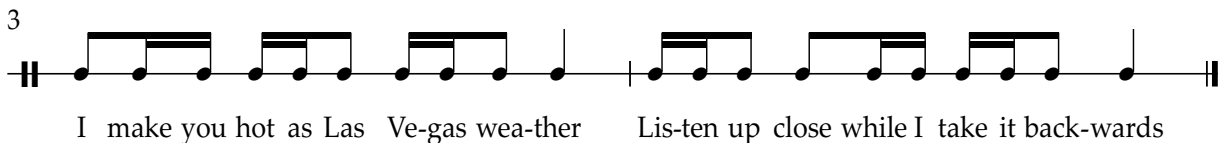
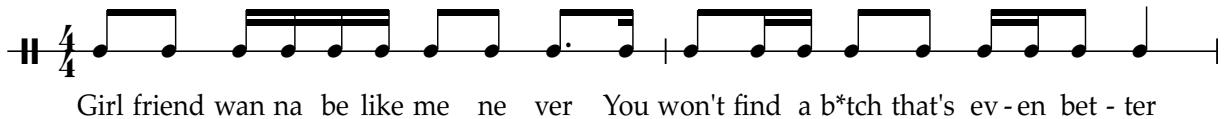
- Hear and notate rhythms that incorporate 16<sup>th</sup> notes
- Accurately notate and beam rhythms
- Audiate and memorize short rhythmic passages in simple meter
- Recognize rhythmic motives and patterns of repetition

After hearing an excerpt of Missy Elliot's "Work It," transcribe the rhythms that align with the given lyrics on the blank score below. You will hear the excerpt 5 times, with increasing time between listenings to notate your answer.

Lyrics:            Girlfriend wanna be like me never  
                      You won't find a b\*tch that's even better  
                      I make you hot as Las Vegas weather  
                      Listen up close while I take it backwards



Answer Key:

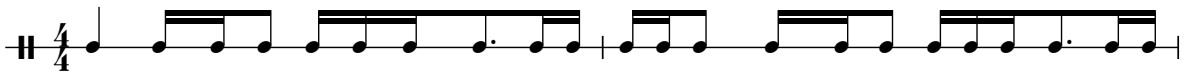


## Activity 2: Error Detection

Upon completing this activity, students will be able to:

- Locate and correct rhythmic differences between what they hear aurally and what is notated on the score
- Audiate and memorize short rhythmic passages in simple meter

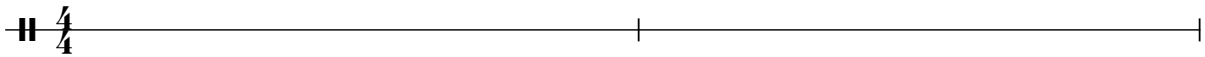
After hearing an excerpt of Lizzo's "Good as Hell," circle any errors in the notated score. After locating these errors, re-write the entire passage with the correct rhythms. You will hear the excerpt 5 times, with increasing time between listenings to notate your answer.



Woo girl, need to kick off your shoes. Got to take a deep breath time to focus on you. All the



big fights, long nights that you been through. I got a bottle of Tequila I been saving for you.



Answer Key:



Woo girl need to kick off your shoes. Got to take a deep breath time to focus on you. All the



big fights, long nights that you been through. I got a bottle of Tequila I been saving for you



### Activity 4: Listening Activities in Hindustani Taal

Students will be able to:

- Differentiate between the different metric cycles within the context of a song
- Identify which metric cycle is used within a song

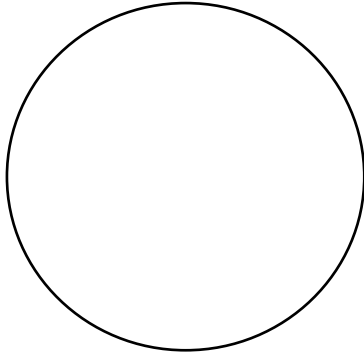
Excerpts of the following songs will be played five times. Identify which metric cycle is being used within each excerpt. After you identify which cycle is used, create a diagram of the typical metric pattern within the cycle.

1. “Piya Ki Nazariya” (starts at 0:50)

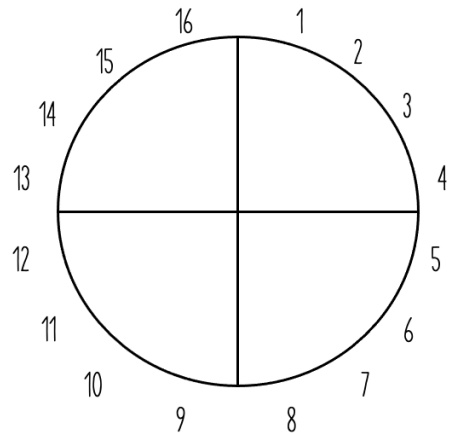
[https://www.youtube.com/watch?v=ovl9EJ6mx5g&ab\\_channel=Nazia-Topic](https://www.youtube.com/watch?v=ovl9EJ6mx5g&ab_channel=Nazia-Topic)

Teental (similar to 4/4)

Given:



Answer:

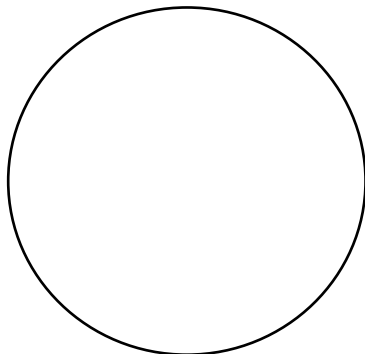


2. “Zara Sun Haseena E Nazneen”

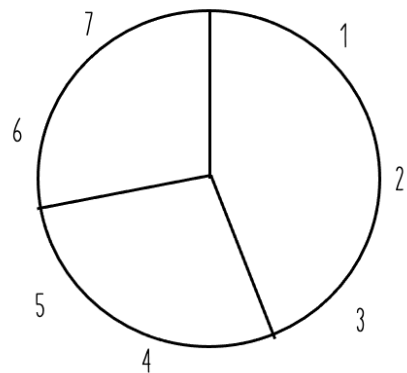
<https://www.youtube.com/watch?v=mIXh9vxFQ-I&list=PLOaKV1Z9G7VSE8Ejdnx3Ke4xITXGK3XtD>

Rupaktaal (similar to 7/8 with grouping of 2 + 2 + 3)

Given:



Answer:



Activity 5: Multi-Part Performance Activity in West-African Djembe

This rhythmic cycle is called *Doudoumba: The dance of the strong men*, a West-African dance that requires three djembes, a bell, and a clave. Rather than writing these parts out in Western notation, I have provided you a chart that shows you the divisions and subdivisions. Wherever you see an x is where you will ta or clap! Work in a group of 6 with each person performing one of these parts. Be sure to figure out how you will count yourselves in and how you might keep a tempo throughout the cycle to create an accurate performance!

	1	2	3	4	5	6	7	8	9	10	11	12
Bell	x		x	x		x		x	x			x
Djembe	x		x	x	x	x	x			x	x	x
Djembe	x	x					x	x	x		x	
Djembe			x		x	x			x		x	x
Dundun	x		x	x		x		x	x		x	
Clave	x		x	x			x		x	x		

After working through this cycle, answer the following questions together:

1. How did it feel to perform something without the typical notation you are used to?
2. What were the difficulties you encountered during this activity?
3. Which lines were the most difficult? The least difficult? Why do you think that may be?

## Modified First Semester in Music Theory Curriculum

### **Module 1: Introduction to Meter**

- Week 1 Entrainment and Pulse
- Week 2 Duple vs Triple Meter & Simple vs Compound Meter
- Week 3 Hierarchy
- Week 4-5 Notation

### **Module 2: Key Signatures & Intervals**

- Week 6 Key Signatures
- Week 7-8 Intervals

### **Module 3: Triads and Seventh Chords**

- Week 9 Major & Minor Triads
- Week 10 Diminished & Augmented Triads
- Week 11 Seventh Chords

### **Module 4: Non-Western Meter**

- Week 12-13 Introduction to Indian Taal
- Week 14-15 Introduction to West African Drumming