

INFINITUS

FROM HANDEL TO HIP-HOP



THEMES:

- Canon
- Cognition
- Cooperation
- Individuality
- Mozart
- Practice
- Rhythm
- Skill
- Technique
- Theme
- Variation

About the Performance

Infinitus consists of three award-winning musicians from Canada and the United States. Rather than emphasize various composers, technique, or the music of different eras, Infinitus stresses listening skills such as the identical but distinct parts of a *canon*, the differences yet similarity in the movements of a *theme and variations*, and the upbeat moods of contemporary popular music such as jazz, rock, or hip-hop. In this way, the performance is geared toward enhancing cognitive skills and musical appreciation for a general audience.

Program length: 45 minutes

The Program

The program for young people will vary depending on the age and sophistication of the audience. Elementary schools can expect more participation and generally shorter pieces than high schools who can anticipate transcriptions of pieces that are currently on the radio. Below are some of the pieces that may be heard in the show. Please feel free to make requests as the group has an extensive repertoire.

Dora the Explorer
Eine Kleine Nachtmusik
Eye of the Tiger
Flight of the Bumblebee
Frelich Dance
Hagolu
Halo Theme
Harry Potter Theme

Here Comes the Sun
Infinitus Anthem
Infinitus Storytelling
Looney Tunes
Lullaby of Birdland
Orange Blossom Special
Pachelbel's Canon
Simpsons Theme

Smoke on the Water
Star Wars Medley
Super Mario Brothers
Tetris
William Tell Overture



Activities

K-7

PRE-SHOW ACTIVITIES

ENHANCE LISTENING –10 MIN (CURRICULUM LINK: THOUGHTS FEELINGS AND IMAGES)

Introduce the students to a few of the original or alternate versions of pieces from Ininitus' program. Have them listen with their **eyes closed**. Then have them describe the thoughts, feelings, images or stories that arose while listening.

Kings and Queens or Modern times? – 10 min (IRP link: Context-Historical/Cultural)

Have the students listen a second time to the same pieces and ask them to imagine what time in history they come from. Can you imagine Kings and Queens, castles and palaces or modern times and places like we have now?

Major or Minor? 10 min (IRP link: Elements of music - expressive properties)

Explain the difference between "Major and Minor" musical terms. Have the students listen to some pieces of music in Major and Minor keys and then identify the emotional and rhythmic properties they hear.



POST-SHOW ACTIVITIES

Discussion – 10-15 min

(Curriculum link: Responding to music)

Pick a particular piece of music from the show and describe how it made you feel or what images it may have made you think of. There are no right or wrong comments – everything is welcome.

www.ininitusmusic.com/

