

# INFINITUS

FROM HANDEL TO HIP-HOP



## 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

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

## THEMES:

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



# 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 Infinitus' 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.infinitusmusic.com/](http://www.infinitusmusic.com/)

