

Introduction to the Basic Elements of Movement Technique 9-12

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **15 Days**
Status: **Published**

Essential Questions/Enduring Understandings

Essential Questions:

How can the human body function most efficiently for creative expression?

How does one promote lifelong self-care and development of the body for creative expression?

How does knowledge of the body's mechanics impact my overall movement qualities?

What does it mean to understand something kinesthetically?

Enduring Understandings:

The human body is the artistic tool of the dancer.

There are various methods of self-care that dancers use to develop strength and endurance.

Knowledge of proper alignment and kinesiology can impact the artistry and longevity of a dancer's career.

DA.9-12.1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
DA.9-12.1.1.12prof.Pr5b	Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
DA.9-12.1.1.12prof.Pr5c	Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
DA.9-12.1.1.12prof.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
DA.9-12.1.1.12prof.Pr5e	Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Students Will Know/Students Will be Skilled At

Students will know the basic tenets of a safe dance warm-up that reflects the demands of a specific genre. This

includes cardiovascular work, stretch, strength training, core work, balance and focus.

Students will be able to identify basic positions of the body and their correct anatomical alignment.

Students will be skilled at warming up various parts of the body in order to best be prepared for movement.

Students will be skilled at identifying their own preferences, strengths and weaknesses in terms of anatomical alignment in movement practice.

DA.9-12.1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
DA.9-12.1.1.12prof.Pr4c	Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
DA.9-12.1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
DA.9-12.1.1.12prof.Pr5b	Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
DA.9-12.1.1.12prof.Pr5c	Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
DA.9-12.1.1.12prof.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
DA.9-12.1.1.12prof.Pr5e	Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Learning Plan

Students will discuss the essential questions and brainstorm about best practices.

Students will participate in daily warm-up practices that include a broad introduction to proper techniques of the body. This includes but is not limited to; traditional ballet, jazz, modern dance, West African, Latin Dance, tap, yoga and pilates based conditioning and creative and somatic practices. Each of these genres will focus on different alignment elements of the body and students will be given the opportunity to compare and contrast these elements.

Students will be instructed on basic anatomical alignment in particular of the hip, knee and ankle and of the structure and purpose of core muscular engagement.

Students will take part in experiential deconstruction of various positions and use visual aids and peer feedback to self-analyze their alignment.

Evidence/Performance Tasks

Self-Created Warmup Sequence demonstrating knowledge of the body.

Group analysis of a technical exercise in anatomical terms.

Demonstrate the ability to correct alignment while participating in a teacher led warmup.

Materials

Therabands

Hand weights

Skeleton

Google Classroom/Docs

iPad/Video Camera

Videos on functional anatomy

https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit

Suggested Strategies for Modification

Represent information in multiple formats and media.

Provide multiple pathways for students' actions and expressions.

Provide multiple ways to engage students' interests and motivation

Each student will be on their own individualized path, as alignment is something that takes years of practice to achieve. Students that struggle with kinesthetic learning will be provided with visual and written materials to work on at their own pace.

Injured students will write or record in class observations; read and analyze material based on the lessons and present some type of individual project to the class in order to receive participation credit. If they are in a small group they will give direction to the rest of the group and aid in the presentation process. If a student's injury is isolated to one part of the body, the student is expected to participate in the movement portion of the assignment and not use that body part..

https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91_uQWYo/edit#gid=1426178898

