# 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**

## Summary

This unit introduces the student to proper alignment and function of the body in relationship to the dance genre studied. Injury prevention, proper warm-up, building strength and stamina and efficient use of energy are explored.

June 2024

## Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

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| 1.3 | Recognize one's personal traits, strengths, and limitations |
| 9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| 1.4 | Recognize the importance of self-confidence in handling daily tasks and challenges |
| 1.1.12prof.Cr1a | Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. |
| 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. |
| 2.1 | Understand and practice strategies for managing one's own emotions, thoughts, and behaviors |
| 2.2 | Recognize the skills needed to establish and achieve personal and educational goals |
| 2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 1.1.12prof.Cr2a | Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how |

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| | the dance structures clarify the artistic intent. |
| 9.4.12.DC.1 | Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). |
| 5.2 | Utilize positive communication and social skills to interact effectively with others |
| 9.4.12.DC.7 | Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). |
| 1.1.12prof.Pr4b | Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. |
| 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). |
| 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. |
| 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. |
| 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. |
| 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). |
| 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. |
| 1.1.12prof.Pr6a | Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. |
| 1.1.12prof.Pr6b | Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. |
| 9.4.12.IML.8 | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). |
| 1.1.12prof.Pr6c | Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. |
| 1.1.812prof.Pr6d | Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. |
| 9.4.12.IML.9 | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). |
| 1.1.12prof.Re7a | Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. |
| 9.4.12.TL.3 | Analyze the effectiveness of the process and quality of collaborative environments. |
| 1.1.12prof.Re7b | Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast. |
| 1.1.12prof.Re8a | Distinguish different dances and discuss their intent and artistic expression. Explain how |

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| | the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. |
| 1.1.12prof.Cn11a | Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. |

## 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.

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| 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. |
| 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. |
| 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. |
| 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). |
| 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.

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| 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. |
| 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). |
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## 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