

## MOVEMENT/DANCE

Musicality in the Schulwerk is a holistic concept including movement/dance as an equal partner with the several forms of music making, with either element providing the impulse for the other. In teacher training courses it is important that students become aware of the historical role of movement in the Schulwerk and understand movement/dance as inseparably linked with the musical components. Through guided experience, students can be introduced to the inner impulse that generates movement, as well as the potential of movement as an expressive medium and dance as an art form. The core of the movement content is developmental and creative. Guided experiences and problem solving tasks lead to individual and group exploration, discovery, improvisation, and composition, with the creative aspect a primary focus throughout.

The content of the movement component is introduced in Level I, then reinforced and expanded in a spiral fashion through Levels II and III. Movement instruction in teacher training courses must recognize and allow for the wide range of movement experiences among students. Limitations of physical condition and capability as well as social acceptance of movement should be considered in planning activities. In addition, all students need to be made aware of guidelines for safety in movement activities.

The teacher training coursework is designed to 1) facilitate acquisition of basic movement skills and understandings; 2) broaden movement experience and develop confidence in creating and communicating through movement/dance; 3) facilitate understanding of the place of movement in Orff Schulwerk; and 4) develop pedagogical practices for movement/dance within the Schulwerk.

### *Acquisition of Movement/Dance Vocabulary*

1. Types of movement
  - a. locomotor
  - b. non-locomotor
2. Space
  - a. personal and shared space
  - b. levels
  - c. body facings
  - d. direction
  - e. pathways
  - f. range
  - g. focus
  - h. body design
  - i. positive and negative space

3. Time/Rhythm

- a. breath rhythms and phrases
- b. steady beat
- c. binary and ternary beat subdivision
- d. tempo
- e. accent
- f. unison and complementary rhythmic patterns
- g. rhythmic augmentation and diminution

4. Force

- a. degree of tension and relaxation
- b. movement qualities
- c. dynamics

5. Flow

- a. control of force
- b. transition between contrasting movement

6. Form (choreography)

- a. germ idea
- b. motive and phrase development
- c. beginning, development, climax, conclusion
- d. transition, phrasing, and continuity
- e. musical forms
- f. texture
- g. group design
- h. repertoire of traditional dances
- i. shaping performance

### *Development of Improvisational Skills*

Improvisation provides opportunity for students to experiment with the tools of movement, exercise spontaneous creation and expression, and develop and expand movement ideas.

1. Internal sources: movement/dance vocabulary
2. External sources
  - a. sound
  - b. visual arts
  - c. a literary or dramatic idea
  - d. concrete objects
  - e. a situation or process suggested by science, math, or other non-arts fields

### *Development of Integration*

Development of movement/dance in response to and as an extension of—

1. Speech
  - a. rhythms found in speech chants, proverbs and sayings, childhood rhymes
  - b. imagery found in appropriate poems and stories
  - c. improvised speech
2. Sound
  - a. body percussion
  - b. breath and vocal sounds, including singing
  - c. pitched and non-pitched instrumental sounds
3. Music
  - a. Orff Schulwerk repertoire
  - b. traditional songs and instrumental pieces
  - c. student improvisations and compositions
4. Musical concepts
  - a. time/rhythm
  - b. pitch

*Curriculum—Movement/Dance*

- c. dynamics
5. Accompaniment skills
- a. exploration of various means of accompanying movement (e.g., improvised or composed vocalization)
  - b. awareness of how accompaniments affect dance and different movements affect accompaniment
  - c. development of mutual support between musician and dancer to produce a unified performance

*Movement/Dance Pedagogy*

Establish pedagogical practices for—

1. Safety in dance, including correct "warm-up" procedures
2. Building movement/dance vocabulary
3. Expanding movement possibilities
4. Eliciting knowledgeable and creative responses from children
5. Selecting age-appropriate concepts and activities for children
6. Shaping movement for performances
7. Analysis and synthesis of movement/dance