

Movement: Step

1

Movement Introduction

CHOREOGRAPH: to make up your own movements

WHAT: You don't have to be a professional dancer to know that different kinds of movement can imply different meanings.

HOW: 1. Sometimes we forget all the different body parts that we can move!



With the class, brainstorm all the different body parts you can think of that we can move. Write your results on a piece of chart paper, and save the paper for documentation.

Sample body parts

Head
Hips
Toes
Shoulders

2. Brainstorm a list of **emotions**. Write the emotions on slips of paper and place them in a hat, bowl, or bag.
3. Choose an emotion from the hat. Imagine a scenario in which someone could feel that emotion, and then give that scenario a title - something a person might say in that situation.

Sample titles for ANGER	Sample titles for JOY
"Get Away from Me"	"Wow-ee!"
"I Feel Like Screaming"	"This Is Unbelievable!"
"Why Does this Always Have to Happen?"	"You Are So Amazing"

4. Using your title as a guide, think about what kinds of movements a person could make if they were feeling that emotion. Choose one of those movements to work with.

Use the Movement Worksheet to "tweak" your movement, i.e., to make it more exaggerated and expressive. Really go for it! As the group considers each question, try out the basic movement in different ways to explore what it looks and feels like to change it around.

5. When the group is satisfied with the movement, practice it together, making sure everyone is doing it the same way, and then video record it.

6. Repeat with different emotions!



Movement Worksheet

- For __(*title*)__, should the movement be **FAST, SLOW** or **MEDIUM**? Should the speed change or stay the same?

- For __(*title*)__, should the movement be **LARGE, SMALL** or **MEDIUM**? Should it change or stay the same?

- For __(*title*)__, should the movement be **MORE FLOWING** or **MORE JERKY**? Should it change or stay the same?

- For __(*title*)__, should the movement be at a **HIGH, LOW, or MEDIUM** level? Should the level change or stay the same?

Movement: Step 2

Creating Gestures

GESTURES: brief movements with emotional meaning

WHAT: We will create gestures that have emotional meaning. You can use these motifs later to help create a choreographed movement piece.

HOW: We will create at least two gestures that reflect the mood(s) of the movement moment.

Get the CD of the instrumental music from the music teacher.

Get the mood (or moods) of the movement moment from the music teacher.

Make sure you understand where in the story the movement moment happens, which characters are involved, and how each of them feels at this point in the story.

Before creating gestures, play the CD of the instrumental music for the students.

CREATING GESTURES

1. In your story, what happens to cause the movement moment?
With this in mind, your mood a title - something a person might say in that situation. The title may be taken directly from the dialogue, if appropriate.
2. Using your title as a guide, think about what kinds of movements (gestures) a person could make if they were feeling that emotion. Choose one of those gestures.
3. If desired, "tweak" your gesture using the Movement Worksheet.
4. Video record your gesture so you can remember it.

Create new gestures by repeating Nos. 1-3.

Use your second mood, if you have one.

If your moment has only one mood, create a different gesture for that mood.

TIP!

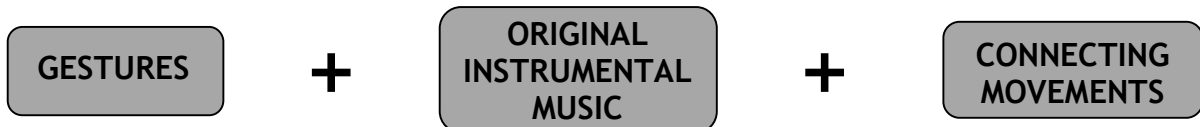
Often, the more different gestures you create, the easier it is to choreograph your movement piece. You need a minimum of two gestures, but you may wish to create as many as four or five.

Movement: Step 3

Creating Choreography

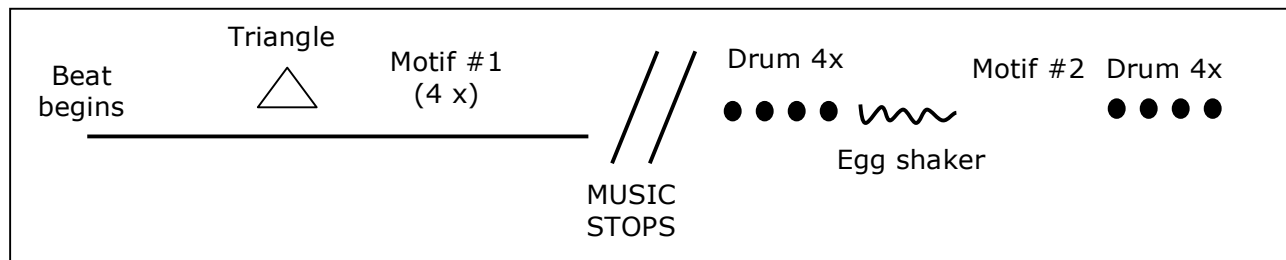
WHAT: We will create choreography for our story's movement moment, using the original instrumental music composed in music class.

HOW: We will choreograph using this basic formula:



1. **Review** the movement moment in your story. What is going on? What mood or moods are being expressed? Which characters will be moving in this piece?
2. **Review** the gestures created in *Movement: Step 2*.
3. **Listen** to the recording of the instrumental music more than once. Come up with a way to chart important events in the music to help you remember its sequence.

For example:



There are no rules about the “correct” way to notate your music, as long as it makes sense to you and your students.

4. **Fit gestures to the music.** For each gesture, decide on a general place in the music where it fits the best.
 - It usually works best to have students on their feet, experimenting with the gestures while the music plays.
 - Use the titles of the gestures (or abbreviated titles) to keep from getting them confused.

5. **CHOREOGRAPH.** Once you know, in general, where in the music you want to use a gesture, you can begin to choreograph. Following are some questions to ask the students to help make decisions:

CHOREOGRAPHY: QUESTIONS TO ASK

1. MOVEMENT:

- Does the gesture repeat or change in any way?
- If so, how?

2. NUMBER OF PEOPLE:

- How many people are moving?
- Is everyone moving in the same way, or differently?
- Is everyone moving at the same time, or at different times?
- Is everyone using the same gesture, or different gestures? Who is using which gesture?

3. SPACING:

- Where are people on the stage?
- Are they close together or far apart?
- Are they in groups or by themselves?
- Do they stay in one place, or move across the stage?



6. Video record your ideas to help you remember.
7. Repeat #5 and #6 for each gesture.
8. Once all gestures are choreographed, figure out ways to connect the sections, to make the piece flow smoothly. Always video-record your work.

Movement: Step

4

Block Vocal Song

WHAT: We will block our story's vocal song, using the vocal music composed in writing and music class.

HOW: 1. Have the students read through the lyrics of the song. Make sure everyone knows the answers to the questions in the box.

Things to know about your song:

- Who is on stage during the song?
- What is the song about?
- Which characters are singing in each section?
- How do the characters feel during the song?

2. Sing through the lyrics, preferably with the recording that includes accompaniment and transitional instrumental sections.

3. Create your **blocking** (see *Drama: Step 4* for definition).

BLOCKING WALK-THROUGH

1. Determine any entrances, exits, or crosses that should happen during the song.
2. As you work through the lyrics, think about the "stage picture" (like a snapshot of the actors on the stage):
 - Are the actors close together or far apart? Are they in groups or by themselves? Which options would help tell the story the best?
 - Does the blocking help show what each character wants?

4. Add **staging** (see *Drama: Step 4* for definition).

STAGING WALK-THROUGH

1. Consider every character's emotional experience during the song.
2. Based on these emotions, *how* would each character move? Would their gestures/moves be the same as or different than other characters'?



5. After the blocking and staging have been established, rehearse and **video record** the entire sequence.

6. Write the blocking in the director's script, then make multiple copies.