

**Section 13:**

**AOSA Teacher Education Curriculum Standards**

**Movement Standards: Level II**

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## Introduction

This document outlines the learning outcomes and learning objectives for Movement: Level II of Orff Schulwerk teacher education. The outcomes and objectives have been separated into two sets of matrices: learning outcomes and learning objectives.

## Teacher Education Curriculum Standards Movement Level II: Learning Objectives

	Creative / Intuitive Dance	Folk / Traditional / Formal Dance
	During this level of training, students will:	
<b>Body Awareness</b>	<ul style="list-style-type: none"> <li>Describe and further develop personal comfort while moving</li> <li>Describe and demonstrate correct body alignment and dance technique</li> <li>Discuss the importance of warm-ups</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate group formations, timing, alignment, energy and spacing using locomotor steps while performing dances</li> <li>Improve awareness of weight-bearing and non-weight-bearing steps</li> </ul>
<b>Dance Elements/Movement Vocabulary</b>	<ul style="list-style-type: none"> <li>Review the following:               <ul style="list-style-type: none"> <li>Space, energy, and time elements, and locomotor and nonlocomotor movements</li> <li>The possibilities of action words</li> <li>Laban Effort Action Drives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Add variations to basic handholds</li> <li>Add extensions and variations to basic locomotor steps</li> </ul>
<b>Exploration/Improvisation/Choreography</b>	<ul style="list-style-type: none"> <li>Perform quick reaction exercises in irregular meter</li> <li>Explore energy and space within each mode</li> <li>Experience guided exploration in irregular meters and the modes</li> <li>Explore with elemental models</li> <li>Create small-group works</li> <li>Participate in group-created choreographies</li> <li>Develop and describe aesthetic perceptions</li> </ul>	<ul style="list-style-type: none"> <li>Explore locomotor steps with 5/4, 7/8 and other irregular meters</li> <li>Perform intermediate circle, longways set, and other simple dance formations</li> <li>Improvise intermediate dance formations and locomotor steps</li> <li>Teach known choreographies of additional folk dances [ADD LINK: List of dances]</li> <li>Participate in group-created choreographies</li> </ul>
<b>Music/Movement/ Speech Relationship</b>	<ul style="list-style-type: none"> <li>Review the following:               <ul style="list-style-type: none"> <li>Time elements in relation to 5/4, 7/8 and other irregular meters</li> <li>Elemental forms: ostinato, echo, question-and-answer, canon, rondo, folk dance forms, song forms, and music from the Schulwerk</li> <li>Laban Effort Action Drives related to music and speech</li> </ul> </li> <li>Move to recorded music and live music</li> <li>Move to modal music</li> </ul>	<ul style="list-style-type: none"> <li>Teach dances using modal music</li> <li>Teach dances with locomotor steps using irregular meters</li> <li>Demonstrate an understanding of the relationships of two- and three-beat step combinations to elemental dance</li> <li>Demonstrate an understanding of the relationship of cultural and ethnic understandings</li> <li>Practice calling and conducting dances</li> </ul>

	Creative / Intuitive Dance	Folk / Traditional / Formal Dance
	<ul style="list-style-type: none"> <li>• Conduct "à la Keetman"</li> </ul>	
<b>Pedagogy Possibilities</b>	<ul style="list-style-type: none"> <li>• Analyze and discuss teaching procedures at this level as modeled by the instructor</li> <li>• Analyze and teach published children's intermediate movement lessons in a small group setting</li> <li>• Discuss lesson possibilities in various classroom situations</li> <li>• Teach a short movement idea</li> <li>• Read and respond in writing to at least one article concerning movement in the classroom</li> <li>• Write an extended movement plan for the next school year. Examples: Create a scope and sequence of movement for one grade level; develop intermediate movement lessons to reinforce musical concepts; Identify and analyze intermediate folk dances appropriate for appropriate grade level</li> </ul>	

## Teacher Education Curriculum Standards Movement Level II: Learning Outcomes

	Creative / Intuitive Dance	Folk / Traditional / Formal Dance
	After completing this level of training, students will be able to:	
<b>Body Awareness</b>	<ul style="list-style-type: none"> <li>• Move comfortably during intermediate dances</li> <li>• Use and teach correct body alignment and dance technique</li> <li>• Teach the importance of correct warm-up</li> </ul>	<ul style="list-style-type: none"> <li>• Perform and teach dances with varieties of formation, timing, alignment, energy, and use of space.</li> <li>• Differentiate weight- and non-weight-bearing steps within dances.</li> </ul>
<b>Dance Elements/Movement Vocabulary</b>	<ul style="list-style-type: none"> <li>• Freely and comfortably use a basic vocabulary to discuss movement and dance in an Orff context.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform variations on basic steps and handholds during simple circle and longways set dances.</li> </ul>
<b>Exploration/Improvisation/Choreography</b>	<ul style="list-style-type: none"> <li>• Integrate free exploration into teaching movement</li> <li>• Choreograph small-group works with an aesthetic appeal</li> </ul>	<ul style="list-style-type: none"> <li>• Include group-created choreographies when using folk, traditional, and formal dances in teaching movement</li> </ul>
<b>Music/Movement/ Speech Relationship</b>	<ul style="list-style-type: none"> <li>• Confidently and competently use basic aspects of movement/music in teaching, including:               <ul style="list-style-type: none"> <li>○ Time elements and meters in relation to each other</li> <li>○ Elemental forms such as ostinato, echo, question-and-answer, canon, rondo, folk dance forms, song forms, and music from the Schulwerk</li> <li>○ Folk dance forms</li> </ul> </li> <li>• Use basic Laban Movement Analysis in teaching music and speech</li> <li>• Use both recorded and live music in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Teach dances with a variety of modes, meter, and beats</li> <li>• Discuss and teach relationships of step combinations in elemental dance, and cultural/ethnic understandings</li> <li>• Call and conduct dances for groups</li> </ul>
<b>Pedagogy Possibilities</b>	<ul style="list-style-type: none"> <li>• Analyze, discuss, write about, and teach movement lessons successfully at an intermediate level</li> </ul>	