

Section 14:

AOSA Teacher Education Curriculum Standards

Movement Standards: Level III

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Introduction

This document outlines the learning outcomes and learning objectives for Movement: Level III 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 III: Learning Objectives

	Creative / Intuitive Dance	Folk / Traditional / Formal Dance
	During this level of training, students will:	
Body Awareness	<ul style="list-style-type: none"> • Demonstrate proper body alignment related to basic dance technique • Demonstrate awareness of the body related to the audience's perspective 	<ul style="list-style-type: none"> • Demonstrate awareness of group formations, timing, alignment, energy and spacing related to court and folk dances from different cultures in the United States and the world • Demonstrate awareness of the body related to elemental dance
Dance Elements/Movement Vocabulary	<ul style="list-style-type: none"> • Review the following: <ul style="list-style-type: none"> ◦ Space, energy, time elements, and locomotor and nonlocomotor movements ◦ More possibilities of dance elements including Laban Effort Action Drives with more gradations • Recognize and identify Level I and II basic dance elements in other dance forms, observing how these basic elements are expressed 	<ul style="list-style-type: none"> • Review labels of basic locomotor steps and variations. • Recognize basic locomotor steps in extensions and in variations of other dance forms
Exploration/Improvisation/Choreography	<ul style="list-style-type: none"> • Continue exploring elemental models • Continue developing aesthetic perceptions • Introduce more sophisticated dance forms • Teach parts of known choreographies • Extend the understanding of dance range possibilities • Acknowledge some of the important contributors in the history of dance in the far and recent past • Create small-group works demonstrating advanced techniques. • Participate in advanced group-created choreographies • Explore how sound can influence movement and how movement can influence sound through dance 	<ul style="list-style-type: none"> • Explore and perform more sophisticated dance formations beyond circle and longways set • Explore and perform additional dances from other cultures and historical periods including the court, folk dances and dances from different cultures in the United States or the world • Teach known choreographies • Extend the understanding of dance range possibilities • Improvise advanced locomotor steps while exploring various dance formations • Recognize and identify Level I and II basic dance elements in other dance forms, observing how these basic elements are expressed • Identify and describe general choreographic concepts in terms of cultural understandings

	Creative / Intuitive Dance	Folk / Traditional / Formal Dance
		<ul style="list-style-type: none"> • Participate in advanced group-created choreographies
Music/Movement/ Speech Relationship	<ul style="list-style-type: none"> • Review the following: <ul style="list-style-type: none"> ○ Time elements in relation to 5/4, 7/8 and other meters ○ Elemental forms: ostinato, echo, question-and-answer, canon, rondo, folk dance forms, song forms, and music from the Schulwerk ○ Laban Effort Action Drives related to music, speech and conducting • Move to recorded and live music • Move to modal music and functional harmony examples • Conduct “à la Keetman” • Use the voice and body as instructional tools 	<ul style="list-style-type: none"> • Teach dances using modal and functional harmony • Review teaching dances with locomotor steps using irregular meters • Extend the understanding of the relationships between two- and three-beat step combinations to elemental dance • Extend the understanding of the relationships between cultural and ethnic understandings • Practice calling and conducting advanced dances • Use the voice and body as instructional tools
Pedagogy Possibilities	<ul style="list-style-type: none"> • Analyze and discuss teaching procedures at this level as modeled by the instructor • Analyze and teach published children's advanced movement lessons in a small group setting • Discuss lesson possibilities in various classroom situations • Teach a short movement idea • Read and respond in writing to at least one article concerning movement in the classroom • Write an extended movement plan for the next school year. Examples: Select a mixed meter dance appropriate for a grade level; Develop a plan that extends movement into other curricular areas; Develop a scope and sequence that demonstrates how movement education supports 21st Century Learning and Core Curriculum concepts. 	

Teacher Education Curriculum Standards Movement Level III: Learning Outcomes

	Creative / Intuitive Dance	Folk / Traditional / Formal Dance
	After completing this level of training, students will be able to:	
Body Awareness	<ul style="list-style-type: none"> • Move comfortably during advanced dances • Use and teach correct body alignment and awareness vis. the audience's perspective 	<ul style="list-style-type: none"> • Integrate group formations, timing, alignment, energy and spacing in teaching dances from cultures around the world • Build students' body awareness in elemental dance
Dance Elements/Movement Vocabulary	<ul style="list-style-type: none"> • Integrate elements from all levels of Orff Schulwerk teacher education in dance forms, showing how these elements are expressed 	<ul style="list-style-type: none"> • Use basic locomotor steps in extensions and variations of other dance forms
Exploration/Improvisation/Choreography	<ul style="list-style-type: none"> • Teach advanced dance forms, including their aesthetic aspects and increasing the range of their possibilities • Teach known choreographies in the context of the history of dance and important contributors • Choreograph and teach aesthetic, advanced small-group works • Introduce sound and its influences into the exploration of movement 	<ul style="list-style-type: none"> • Integrate elements from all levels of Orff Schulwerk teacher education in dance forms, showing how these elements are expressed • Teach sophisticated dance formations and dances from different cultures worldwide • Teach advanced improvisation techniques
Music/Movement/ Speech Relationship	<ul style="list-style-type: none"> • Confidently and competently use basic aspects of movement/music in teaching, including: <ul style="list-style-type: none"> ◦ Time elements and meters in relation to each other ◦ Elemental forms such as ostinato, echo, question-and-answer, canon, rondo, folk dance forms, song forms, and music from the Schulwerk ◦ Folk dance forms • Use basic Laban Movement Analysis in teaching music and speech • Teach through use of the voice and body • Use both recorded and live music in lessons 	<ul style="list-style-type: none"> • Teach advanced dances with a variety of modes, meter, and beats • Discuss and teach more complex relationships of step combinations in elemental dance, and cultural/ethnic understandings • Call and conduct advanced dances for groups • Teach through use of the voice and body
Pedagogy Possibilities	<ul style="list-style-type: none"> • Analyze, discuss, write about, and teach movement lessons successfully at an advanced level 	

