

## **Artistry in Motion 1 - Six week class Format**

The Artistry in Motion program is designed as a skeleton choreography and style course with an emphasis on creativity through structured bodyline and awareness.

Those teaching the class should feel comfortable with choreography and style and possess an ability to work within the framework of this class to develop exercises for their basic skills level skaters.

### **Week 1 - Introduction to basic dance movement and terminology**

1. Explain basic dance movements and their relationship to skating,
  - a. Plie (knee bend)
  - b. Arabesque (spiral, camel, flying camel)
  - c. Sauté (jump)
  - d. Port de bras (carriage of the arms)
  - e. Tendue (stretch of the leg, point of the foot)
2. Choreograph exercises that utilize these movements with and without music
3. Dissect bad placement and make sure that the skaters understand correct body position and posture: square shoulders, straight head on neck, square

### **Week 2 - Introduction to rhythm/musical styles**

1. Bring in a wide selection of music and play it for the students
  - a. Swing
  - b. Classical
  - c. Rap
  - d. Blues
  - e. Jazz
  - f. Reggae
  - g. Latin
  - h. Spanish
  - i. Russian
  - j. Rock n roll
  - k. Israel
2. Have students interpret to the different musical selections, Ask them how they "felt" when they performed to the various pieces. Bring in the musical styles concept of emotion to skating.
3. Preview last week's class and talk about dance movements and choreography to music,
4. Encourage the students to choreograph small pieces to each musical selection.

### **Week 3 - Eye focus, Facial Expression**

1. Review the past two weeks and intertwine these classes into the subject of eye focus and facial expression
2. Explain the relationship to musical interpretation and eye focus/facial expression
3. Select a musical selection from last week and choreograph a short routine with emphasis on head and eye focus - syncopation of head and arm, body movements (choreograph the head first with a follow through of body movement)

4. Ask the students to do the same with their own choreography
5. Choreograph three short drills using head/eye focus and syncopation and skating

### **Week 4 - Basic head and arm movements**

1. Review the past three weeks
2. Review the dance term from week one: port de bras (carriage of the arms)
3. Demonstrate different basic arm positions
4. Relate these arm positions to skating elements (i.e. landing position, camel spin positions, sit spin positions, layback spin positions)
6. Have the students relate skating elements to arm positions
6. Choreograph a short routine for your students using only the upper body, focusing on arms and their relationship to head/eye focus (week three) and facial expression and emotions
7. Use material and music from week two to intertwine basic head/arm movements to a variety of musical styles

### **Week 5 - Introduction to overall body awareness/levels**

1. Review the previous weeks, Focus on the tie in of elements.
2. Talk about the body as a total unit and then the separation of essential features such as head and eye focus, a flick of the hand, turn of the head etc. to convey a musical interlude or project an emotional detail of interpretation to the music, body awareness/levels
3. Talk about the five different body levels:
  - a) Ice
  - b) Knees
  - c) Hips
  - d) Shoulders
  - e) Infinity. Demonstrate movements out of each level.
4. Ask the students to choreograph ice sculptures from each body level/

### **Week 6 - Program construction**

1. Review the content from the previous weeks
2. Ask the students to choreograph their own project with your musical selection. Give them a precise number of counts (i.e. 32/64) and have them demonstrate it to your group.
3. Remember that the emphasis is on performance; however, the student must use skating skills at his/her own skating level. You must incorporate jumps, spins, and footwork.