

Artistry in Motion 3 - Six week class Format

Introduction: 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 plus possessing an ability to work within the framework of this class to develop exercises for their basic skills level skaters.

Week 1 – Intro to 20th Century Music

1. Choose two composers from the 20th century to profile this week (Stravinsky; and Copland, Gershwin, etc)
2. Prepare a short bio on both composers for the class.

Week 2 – Lower Body Extension Exercises

1. Review all pertinent material to this crucial element (body levels, port de bras, dance terminology, etc).
2. Focus on training connecting steps and footwork in a drill format without music.
3. Choreograph footwork and step sequence to music
4. Choreograph the same sequence to music finishing with a jump to music.
5. Repeat same finishing with a spin.

Week 3 – Footwork and Edge Work Sequences into Jumps

1. Review of week 2 connecting steps and emphasis musical rhythm into the choreography (review of level 1).
2. Incorporate body levels into footwork.
3. Have the students select from two 20th-century composers and perform the footwork to music with jumps.

Week 4 – Straight Line Spiral Sequence

1. Teach basic spiral position.
2. Review on and off ice stretches for improvement of spirals.
3. Demonstrate choreographed straight-line spiral sequence.
4. Have students demonstrate this spiral sequence - both directions, both legs.

Week 5 - Circular Spiral Sequence

1. Review spiral position, more focus on edge control.
2. Demonstrate choreographed circular spiral sequence and incorporate connecting Steps and body level into choreography,
3. Have students demonstrate this sequence without music
4. Have students demonstrate this sequence with music.

Week 6 – Music Interpretation

1. Use only 20th century composers.
2. Ask your class to interpret to the music
3. Give them a goal with each interpretation: (eye focus, body levels, two jumps five spins, flexibility move, etc) so that it is a structured exercise.
4. Have the students perform their interpretation one at a time as a performance exercise.