

Artistry in Motion 4 - 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 – Development of Artistic Presentation in Skating Programs

1. Ask and address the following questions:
What is Choreography?
What is Style?
What makes a person stand out in a crowd?
What makes a great performance?
2. Without music, have students perform emotions - happy, sad, scared, pensive, joyous, etc.
3. Have students perform these same emotions to music.
4. Listen to music and ask the students to interpret, always giving them goals to meet with each intercept (number of jumps, number of spins, spiral sequence, footwork sequence, etc).
5. Incorporate body levels into artistic presentation - volume of presentation.

Week 2 – Advanced Spins

1. Review dance terminology & arm positions prior to teaching spins.
2. Ask the students to stretch properly before beginning (include flexibility stretching).
3. Teach the students new and creative spins.
4. Ask them to choreograph their own spins.

Week 3 – Incorporation of Body Levels

1. Review the five body levels with the students
2. Ask them to choreograph a footwork sequence using body levels.
3. Repeat the footwork sequence and add a jump at the end of it.
4. Utilize new spin positions incorporating body levels,
5. Review eye focus and presentation with body levels.

Week 4 – Footwork and Edge Work Sequences to Music Choreographed by the Skater - no less than 20 steps each

1. Introduce this project to your class.
2. Give the students two examples of what is expected of them.
3. Ask the students to choreograph their own footwork sequence with no less than 20 steps.
4. Ask the students to perform this footwork sequence in front of the class.

Week 5 - Choreography by the Skater of a program 1 -1.5 minutes long with elements from their skating level to music

1. Introduce the class to the task at hand. Review basic course concepts, body levels, port de bras, dance movements, footwork and connecting steps, variation on spin positions, etc.
2. Give the students class time to choreograph their program.
3. Costumes are allowed. No props,
4. Music should be of their choice. Preferably no pop. :
5. The teacher might consider assigning music to the students instead of using the same piece of music for everyone.

Week 6 – Demonstration and Performance of the Skaters' Program

1. Use this class as a final performance. Invite an audience.
2. Introduce your students as if they were performing an exhibition.
3. Be positive in your comments.
4. Graduation day!!!