



Modul 1: Expressive Listening

Modul 2: Dual interview

Modul 3: Let's Mix!

Modul 4: Mov(i)ement

Mov(i)ement – Expressing music in many ways

In this fourth and final module, students will experience the fusion of classical and modern music through movement and dance. The goal of this project is to give students the opportunity to express and present their emotions and interpretations of the music through a self-created dance choreography.

Dance as a means of expression is an important part of artistic education. It allows students to express their emotions and thoughts in a nonverbal way, thus developing a deeper understanding of themselves and their environment. In this project, classical music and pop music are combined to create an inspiring and creative atmosphere. In this context, the students are to develop their own choreography that reflects their personal interpretation of the music

By designing their own choreography, students are encouraged to give physical expression to their own interpretations when listening to music and to improve their musical and artistic abilities. They can also strengthen their teamwork and self-confidence by planning, rehearsing, and presenting their work.

Students should record their self-designed choreography with a camera, following the TikTok model, and then edit it using the free video editing software "CapCut"

The combination of classical and pop music offers students the opportunity to explore the differences and similarities of the two genres and to develop their own creative ideas. In fun, action-packed units, the students consciously and actively engage with this music and are encouraged to plan and act independently.

Below you will find an example of the procedure for this dance project, as well as tips and tricks on how to support the students on their way by creating a pleasant working atmosphere, preventing inhibitions, and avoiding blocks of inspiration.

Procedure:

Phase 1

Preparation

First approaches: Students should be asked in plenary about their dance experience - be it in dance styles, which environments or dance lessons. It is important that they recognize how rhythmic movements to music occur in their everyday lives, e.g. in media or public spaces. A dance video can help to break down initial inhibitions.

Organizational: Discuss tasks, rules and goals. The class is divided into groups of 4-6 people. Each group receives a part of the piece "Cosmopolita-ClassiXX@NOW". One person in charge per group ensures that the rules are adhered to - a team captain. Each group is assigned a place to work on the choreography that does not violate school rules: together in the classroom, a movement or gym room or in the schoolyard/garden and the like. If several groups are working in the same room, it is recommended that they be separated by, for example, setting up tables and chairs.

Each group needs a player for the MP3 music provided

Phase 2

Implementation

Development of the choreography: The students should plan and design movements and dance steps independently. If they need help, they can find instructional videos and examples on the website www.dance360-school.ch/de/tipps-methodik. The movements should match the music.

Rehearsals: Creating and practicing a choreography is new for many students. They should start slowly and gradually increase their skills. It is helpful to film yourself practicing.

Wrap-up: 5-10 minutes before the end of each lesson, the groups should come back and briefly report on their progress. If there are any problems, these can be discussed together. The students should then be prepared for the rest of the school day by playing them a short piece from Dvorak's 9th Symphony "From the New World". During this time, the students can eat or drink a little something. It should be noted that the children and young people should find peace and quiet again as much as possible during this phase.

Phase 3

Make it a Movie!

The dance groups have now rehearsed their dance to the point where it can be recorded on camera. Any modern smartphone is suitable for this. It is advisable to record several perspectives of the group, which can then be put together by talented students.

The easily accessible app “CapCut” is recommended for video editing, where students can simply create a free account. This works on both a laptop and any smartphone.

Detailed instructions for the first steps with “CapCut” for teachers and students can be found in the appendix.

Phase 4

Presentation

In the last hour of the project, the groups are supposed to present their choreographies using videos. This can take place in the school's gym or in front of an audience, depending on the agreement between the teacher and the students. There is an evaluation sheet from "dance360" for the choreographies, but it is not mandatory to use it.

It is a special experience to cut the individual parts of the choreography together into a complete work using "CapCut". This conveys a feeling of togetherness and an awareness of a work created together.

Phase 5

Reflexion & Feedback

Feedback on the choreography shown should be given immediately afterwards by the teacher and the audience. The “2 Stars and a Wish” method is helpful here. Two aspects that the recipient liked are highlighted and a constructive comment for improvement is given. During this feedback process, make sure that you treat each other fairly and respectfully.

At the end of the project, you should review the past few hours with the students. To ensure that this runs in a targeted manner, you should pay attention to the moderation of the discussion. Depending on the size and composition of the class, this reflection phase can also be done individually in writing. Here are some example questions for the reflection phase:

- What did I enjoy? What was particularly challenging?
- What worked well, what didn't work so well? What obstacles were there?
- Who took on which role in the teamwork?
- What would I do differently next time?

Create a pleasant atmosphere!

It is the teacher's responsibility to ensure a positive learning environment in which students are protected from their greatest fear - exposure. To achieve this, there are some tips and tricks:

- It is important that students know the rules and requirements that are placed on them. However, these should be treated with care as they always relate to a person and their body.
- Assessment or criticism should be limited to the design products such as small dance sequences, dances or short sequences in the area of rhythm and music.
- Students should never have to perform alone, but ideally in groups. This way they feel well looked after and not on display.
- The groups should perform their designs twice. The better performance is then used for any feedback to encourage and reassure the students.
- As a teacher, it is important to create a pleasant and positive atmosphere when presenting the design tasks. For example, spectators can applaud, give positive feedback, praise and show respect for the performances.

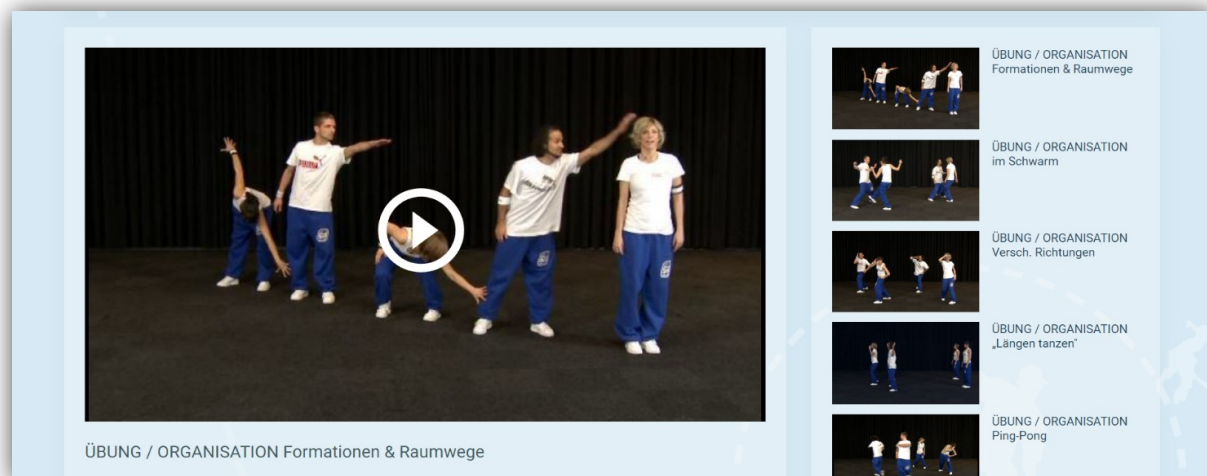
(based on Kramer Cecile – Tanzen macht Schule)

Directions & Inspiration for students:

In order to offer students a simple and quickly available form of support from which they can get inspiration for their self-created choreographies away from YouTube, TikTok and the like, the Swiss teaching material "dance360-school" offers exercises and tips for simple dance movements and styles. On this freely accessible site, you can find tips and tricks on methodology for you and your students, as well as ideas for a successful dance choreography.

You can also use the materials and videos to warm up the students at the beginning of the lesson and get them in the mood for dancing.

[Watch it here:](#)



"dance360" offers videos for learning dance styles and movements of all levels of difficulty.

It is also a good idea to show your students successful school choreographies, which are available on the site under "Search for dance clips". This can help to overcome inhibitions and create a productive, goal-oriented working atmosphere.

Teacher Notes:

Pay attention to the following points so that nothing stands in the way of the success of the dance project:



Warm-up: Both physically and mentally, it is important when working with students to get in the mood for movement and dance together. Simple warm-up exercises lasting 5 minutes, ideally in combination with music, can help to loosen muscular and mental knots.



Objectives: The group's goals should be set so that they can be achieved by all members.



Learning by imitation: Showing movement patterns not only makes it easier to learn them but also serves as a source of inspiration for your own dance choreographies. The page "dance360-school.ch/de/tipps-methodik" is a good option here, as it provides simple and varied tips and videos on creating dance.



From easy to difficult: Instruct the students to start with dance steps and movement patterns that are easy to learn.



Less is more: The scope and tempo of the choreography should be adapted to the students' abilities and knowledge.



Positive/constructive feedback: For many children and young people in particular, dance represents new, unfamiliar territory. Praise and recognition can help to reduce inhibitions and strengthen self-confidence.



A Wrap-up: In order to pick up the students from the often exciting exercise units, it helps to carry out joint, previously defined "cool down" phases at the end of the lesson. Accompanied by relaxing music, these can have a slow, reflective character.

(based on Kramer Cecile - Tanzen macht Schule)

Logistical Solutions:

Rotation principle:

So that the whole class doesn't wander around the school building in a scattered manner, it's a good idea to split the class into a maximum of 2 parts. One part works in the classroom - discusses the choreography, gets inspiration, etc. The other part (one or two groups) works in the hallway/in an adjoining room and rehearses the planned choreography. They swap every 15 minutes.

Modular room conversion:

The classroom is divided into 4-5 equal parts. Separated by tables and chairs. This means that no one must leave the room. The students must learn to use the limited space as best as possible.

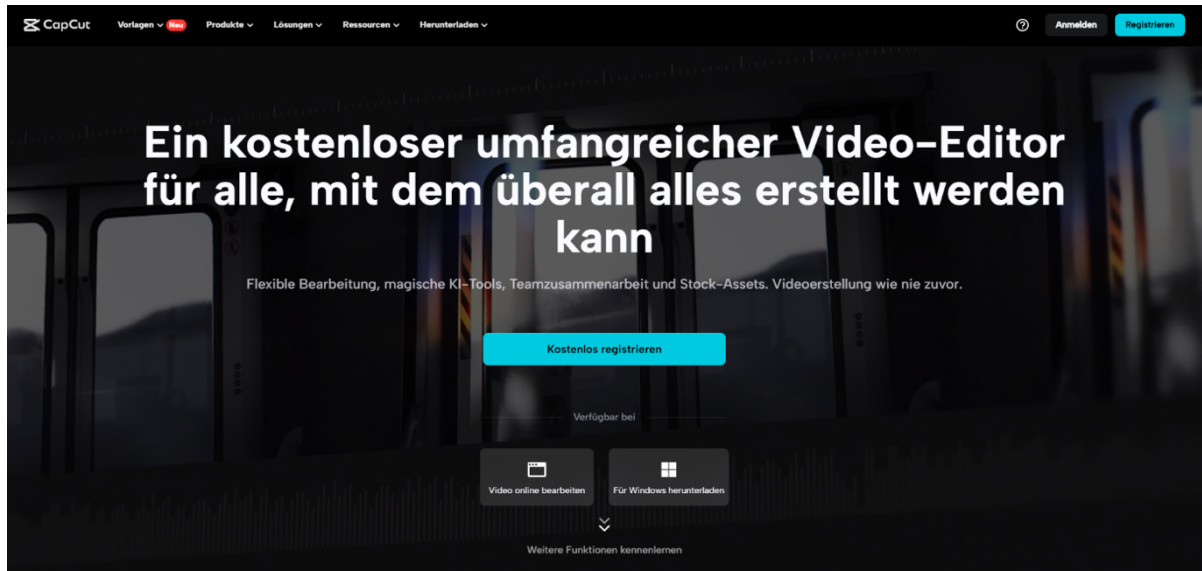
Separate rooms:

Module 4 can only take place in larger rooms, such as a ballroom, music room, gym, exercise room, and the like. The teacher must observe the duty of supervision!

Instruction – First Steps in “CapCut”:

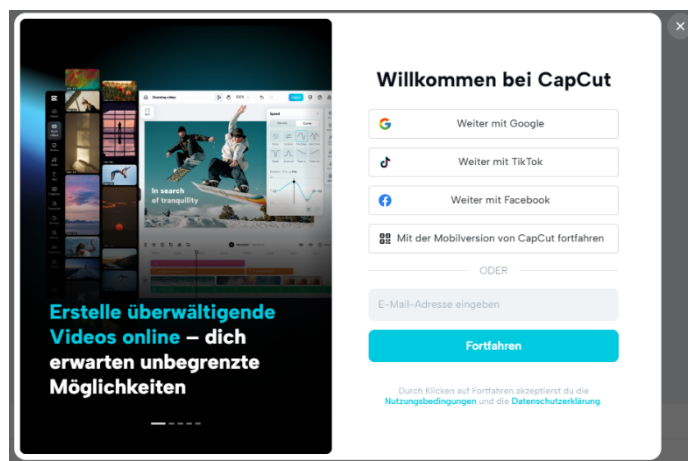
Step 1

Open capcut.com. You can then choose whether you want to continue editing the program online in your browser or download it for your device. Both options offer the same functions.



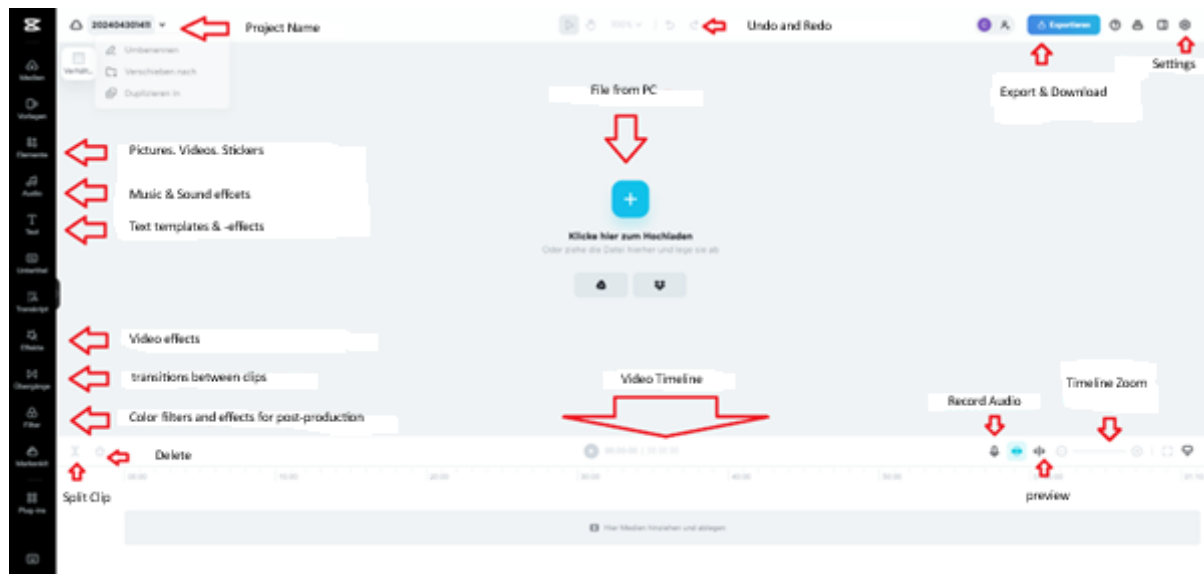
Step 2

Create a new account or log in with a provider of your choice. You will then receive a confirmation link to the email address you provided.



Step 3

Now the actual work with CapCut begins. You can either introduce the program together with the students or let the students explore the program on their own.



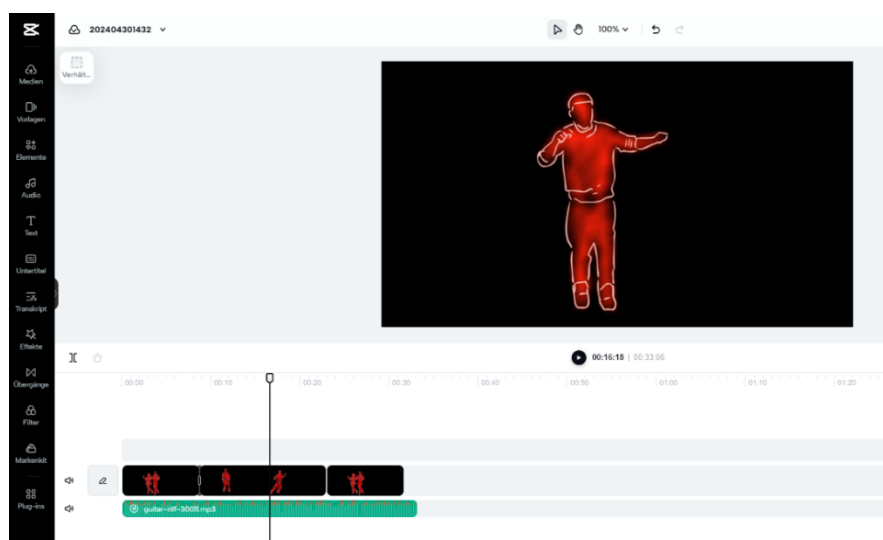
Step 4

The video recorded on your cell phone or laptop is loaded into the program using the middle plus button. The video now appears in the timeline (below) in sample images. You can play the video using the triangular play button.

Step 5

Divide the clips and join them together by simply dragging the parts in the timeline so that the images flow logically. You can insert transitions to make the individual cuts between the clips more exciting.

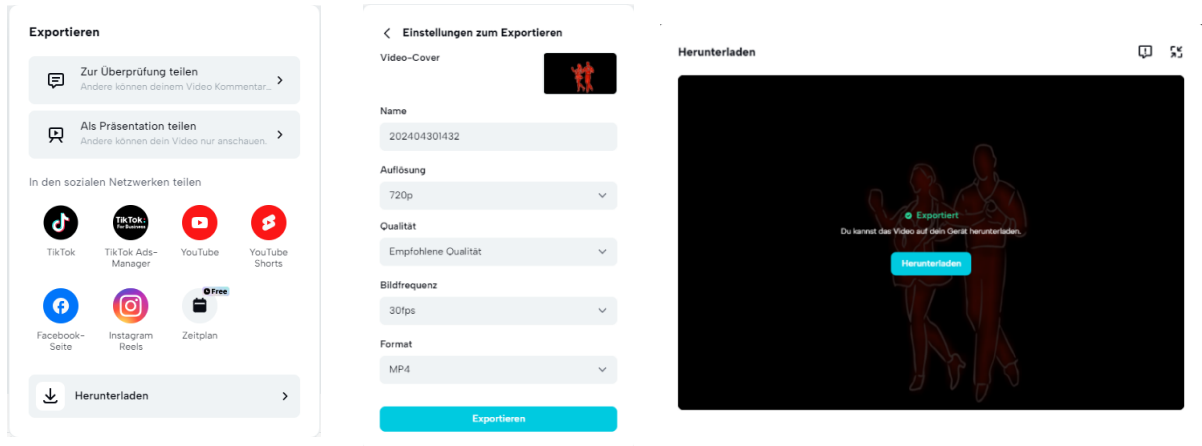
You can also insert an audio file on another track - preferably the appropriate part of Cosmopolita-ClassiXX@NOW for the respective dance piece.



Step 6

Once the video has been fully edited, i.e. images have been inserted and cut appropriately, music has been added, and effects have been added to the beginning and end of the video, the finished project can now be exported using the Export button (top right). The video can now be downloaded to your device using the "Download" button.

It is recommended that you download the video as an MP4 file. By clicking on "Export", the video will then be converted and downloaded to the device.



Bibliography

KRAMER, Cecile (2012). Tanzen macht Schule. Zürich.
https://assets01.sdd1.ch/assets/lbwp-cdn/mobilesport/files/2013/01/01_013_Tanzen-macht-Schule_d1.pdf [letzter Aufruf 13.04.23]

Webbasierte Quellen:

<https://www.dance360-school.ch/de/>

<https://www.friedrich-verlag.de/grundschule/musik/bewegung-tanz/tanzen-grundschule/>

You can find all the necessary audio files at

FREE DOWNLOAD

for legal reasons by mail enquiry to:

anfrage@musicatnow.com

www.musicatnow.com

