

## Framing Dance Residency Teacher Handout: Movement and Speaking Exercise Using Language Arts

**Karen Stokes Dance (KSD)** is committed to bringing dance and movement into the classroom to enhance comprehension of material. Students gain a concrete learning experience by merging audio, spatial, kinetic, and visual modes of learning. In the following handout and accompanying videos, KSD uses exercises in dance, creative movement, and partnering techniques to demonstrate rules of Science, Math, and Language Arts.

### Verbal and Nonverbal Communication

*Verbal and Nonverbal Language* represent thoughts, feelings and ideas communicated through spoken and physical forms. Language skills focus on how, when and why certain words are used. Speech skills refer to verbal communication. In the exercises below, students move through a series that begins with spoken word, add movement to the spoken word, then removes the speech to focus solely on movement sequences. These exercises introduce students to public speaking and pedestrian/natural movement sequences.

Video: *Moving and Speaking*. In this module, students focus on honing their language and speech skills by creating structured sentences while simultaneously performing movement and speaking out loud. *These exercises can also be expanded upon with vocabulary definitions and grammar. Example: a student chooses a vocabulary word and definition or has to create a sentence with subject/predicate + prepositional phrase.*

Exercise 1: Students are given the task to independently create 3-4 sentences using their name, age, grade and favorite thing. Students are instructed to stand up and enunciate clearly their sentences out loud. This exercise encourages students to break down vocabulary and improve verbal communication skills.

Exercise 2: View the exercise: *Moving and Speaking at the same time*. Students are paired up and asked to create movement to their sentences based on the words they have chosen and their meaning. Each student experiences language, speech, articulation, and fluency of spoken voice. Multi-tasking speaking and moving simultaneously challenges fluency and articulation of both the voice and body. Different regions of the brain control movement and speech, therefore creating a dance/movement sequence activates the brain area that is responsible for language expression, comprehension, and analytic function.

### Improvisation

View exercise: *Moving without Speaking: what does the movement tell you?* Students are asked to perform just their movement sequence with their partner while other students interpret what the sequence means.

Feedback: Students discuss the concepts of verbal language vs. body language – how both your voice and body can communicate a message to its viewers. How does looking away, twirling your hair, playing with your shirt affect how people interpret what you are saying? How does the interpretation change when it is only the movement?