



FEATURE

MOVING TO THE MUSIC

Meets National Core Arts Anchor Standards 5, 7, 9 and 10

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OBJECTIVES

- Develop and refine artistic work for presentation (*Pr5*)
- Perceive and analyze artistic work (*Re7*)
- Apply criteria to evaluate artistic work (*Re9*)
- Synthesize and relate knowledge and personal experiences to make art (*Co10*)

MATERIALS

- *Music Alive!* magazine (Vol.40 No.4)
- Computer or mobile device with Internet access

START

Ask your students to read “Moving to the Music” on pages 10-13 before reviewing the words below. [This reinforces comprehension and vocabulary.]

DANCE MUSIC—music specifically created for people to dance to

ROUND DANCE—a type of partner dance done as a group. Also called square dance in U.S.

BALLROOM DANCE—a wide range of partner dancing, including waltz, jive and foxtrot. Used for competition purposes beginning in the 1930's.

SWING—form of big band jazz written for dancing

DISCO—music style of the 70's known for heavy bass line. Combination of funk, soul, R&B, and pop.

LINE DANCING—type of dance involving people lining up and performing a repeated pattern of moves associated with a particular song.

SYNTHPOP—music genre known for its blend of music styles and use of heavy synthesizer.

TECHNO—music genre composed completely with electronic sound.

EDM—Electronic Dance Music. Today's umbrella of dance music, including acid house, dubstep, and techno.

ORBITOFONTAL CORTEX—portion of the brain located behind the eyes.

CEREBELLUM—portion of the brain located at the base responsible to coordination and timing of movement.

GROOVE—combination of rhythm and syncopation

DOPAMINE—neurotransmitter associated with reward and feeling pleasure

SYNCOPIATION—rhythm that is carried off the steady beat

DEVELOP

Ask students the following questions:

- When did European settlers bring their music to America?**
- How did country-western dancing get its start?**
- What types of sounds would you commonly hear in swing music?**
- Why did the disco era fade when it was so influential?**
- What is “synthpop?”**
- What specific genres of music does disco pull from?**
- What country-western dance was derived from disco dancing?**
- What made music of the 70's and beyond different to dance music prior?**
- What styles are within the term “EDM?”**

2. Listen to the selections in *Hear the Music* as a class.

As a class, listen to “Sing, Sing, Sing” and “The Twist”

Compare the rhythm between the two songs.

What instruments do you hear?

How would you describe the differences of these songs?

How do they make you feel? Why?

As a class, listen to “Stayin' Alive” and “Just Can't Get Enough” These songs were written in 1977 and 1981, just 5 years apart. How do they sound different?

Are there any differences in instrumentation?

Which styles do these songs represent?

Compare these with “One More Time.” How did the instrumentation evolve?

CLOSE

Choose one the following activities for the class:

Create your own line dance—As a group, take turns creating 16 counts of movements. The try to dance them to one of the *Hear the Music* songs!

Watch Fik-shun and his dance interpretation of dubstep—How did he move his body to emphasize the changes in music?

Learn the Fox Trot—This is a simple dance that anyone can get the hang of! Find a fox trot and give it a try!

ASSESS

Did the students read the article?

Did they answer the review questions?

Did they pay attention to the details of each song and select their own?