Brass Band High and Low | Student Dance Brief

K–2 | Louisiana Dance & Movement Lab | dynamic level changes | 2–4 sessions of 35–60 minutes

Your movement challenge

Translate loud/soft and high/low sounds into four original moves and share a cue

What to investigate

New Orleans brass-band performance settings

Technical focus

dynamic level changes

Before you dance

01. Name one movement you observe in a credited source and one thing you do not yet know.
02. Show a safe four-count baseline phrase.
03. Experiment with three different movement qualities or spatial directions.

Create and improve

01. Plan a short original sequence with a beginning, a change, and an ending.
02. Apply dynamic level changes and rehearse the movement challenge.
03. Request one observation and one question from a peer, then make one significant change.

Turn in

Movement score or sketch; three trials; final performance/filmed excerpt/accessible notation; source credit; annotated revision; reflection.

Reflect

01. How did dynamic level changes improve from beginning to end?
02. Who is credited for the tradition?
03. Which movement is your own invention?
04. How did you make choices safe and inclusive?

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