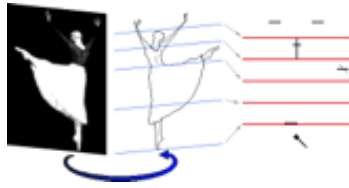


# BeneshMoves



*Created by: Robyn Hughes Ryman, 25 January 2023*

## Body Awareness and Describing Positions

Prior Knowledge	Learning Objectives	Materials
None	<p>Landmarks of the body:</p> <ul style="list-style-type: none"><li>- Head, shoulders, waist, knees, and feet</li></ul> <p>Identify:</p> <ul style="list-style-type: none"><li>- Right from left</li><li>- Extremities</li></ul> <p>Understand:</p> <ul style="list-style-type: none"><li>- Concept of the “body wall” for placement of an extremity level with the body</li><li>- In front and behind the body</li><li>- Midline of the body</li><li>- Placement of an extremity (hand or foot) in relation to the midline of the body</li><li>- Positions in notation terms</li><li>- Ballet terminology.</li></ul>	<ul style="list-style-type: none"><li>• Comfortable clothing to move in.</li><li>• Room to spread out and demonstrate positions.</li></ul>

It is important for students to experience notation concepts physically and to learn how to describe positions in notation terms and, if relevant, ballet terminology before trying to read or notate the positions.

## Suggested Activities

Topic	Explanation	Activity
Landmarks of the body.	The head, shoulders, waist, knees, and feet are the main landmarks on the body.	<ul style="list-style-type: none"> <li>Use the song "Head, Shoulders, Knees and Toes" to make this activity fun for the students (as suggested in <a href="https://dancewrite.com/wp-content/uploads/2022/12/2022-12-12-BeneshMovesAnalysing.pdf">https://dancewrite.com/wp-content/uploads/2022/12/2022-12-12-BeneshMovesAnalysing.pdf</a>).</li> <li>Ask which body landmark is not mentioned in the song.</li> <li>Ask them to touch a specific landmark on their own body.</li> </ul>
Right and left extremities.	<ul style="list-style-type: none"> <li>The point of view of the notator is the same as the dancer, therefore right and left are the same as the dancer.</li> <li>The hands and feet are the extremities of the arms and legs.</li> </ul>	<p><u>Example:</u> Ask the students to raise right arm and left leg.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>What is the extremity of the arm called?</li> <li>What height is it in relation to the landmark of the body?</li> <li>Ask the same questions about the raised leg.</li> </ul>
Body Wall. Level with the body.	The body wall is the thickness of the body. Extremities within this plane are considered "level" with the body.	<u>Example:</u> Ask the students to place both hands level and raise their right foot level. Point out to the students that the left foot they are standing on (the supporting foot) is also level with the "body wall".

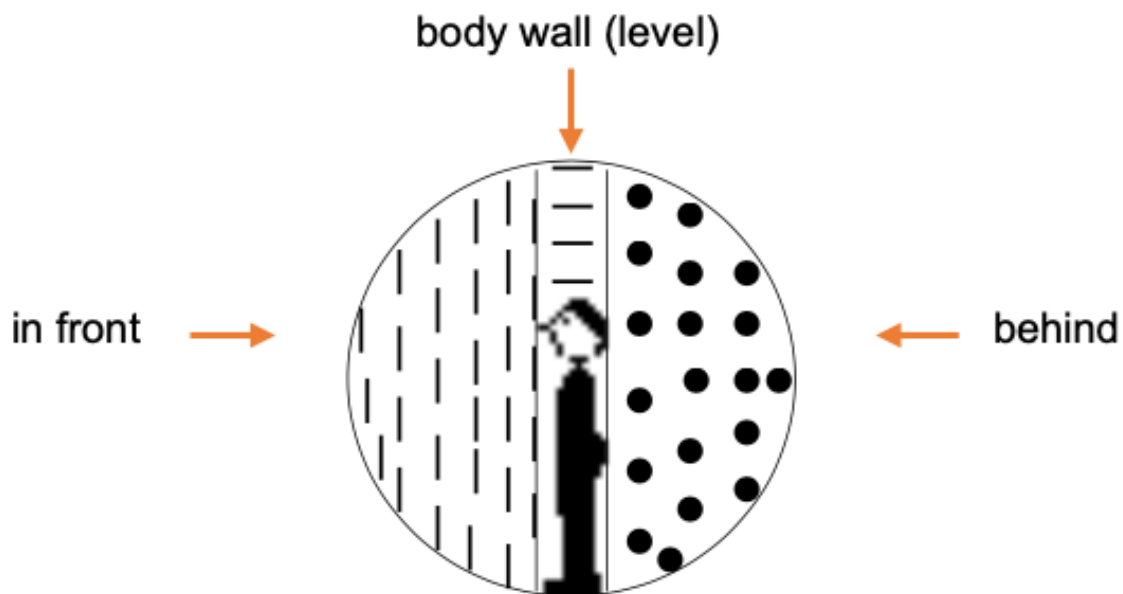


Image from *Grammaire de la notation Benesh* by Eliane Mirzabekiantz

Topic	Explanation	Activity
In front and behind the body.	Extremities that are not level with the body wall are considered either in front or behind the body.	<p><u>Example:</u> Ask the students to ...</p> <ul style="list-style-type: none"> <li>• Place right arm in front, so the hand is at shoulder height.</li> <li>• Raise left leg behind, so the foot is at knee height.</li> </ul>
Midline of the body. Distance of an extremity from the midline of the body.	The placement of an extremity is considered in relation to the midline of the body.	<p><u>Example:</u> Ask the students to ...</p> <ul style="list-style-type: none"> <li>• Place left hand in front above shoulder height close to the midline.</li> <li>• Right hand behind at waist height as far away from the midline of their body without it being level with the body.</li> <li>• Stand on their left leg, with their right foot in front at knee height, close to the midline of the body.</li> </ul>
Describe positions in notation terms.	<p>Positions of the extremities are considered in three dimensions:</p> <ul style="list-style-type: none"> <li>• height - how high or low in the relation to a body landmark</li> <li>• width - how far from the midline of the body</li> <li>• depth - in front of, level with, or behind the body</li> </ul>	<p><u>Example:</u> Teacher demonstrates a position and asks one of the students to describe the position in notation terms prompted by questions from the teacher.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• Is my right hand in front, level, or behind my body?</li> <li>• What height is my right hand?</li> <li>• Is my right hand close or far away from the midline of my body?</li> <li>• Ask the same questions for the left hand and feet.</li> </ul>
Demonstrate positions described in notation terms and name the position in ballet terms (if applicable).	Explain turn out and ballet conventions (curve of the arms, positions of the hands, etc.).	<p><u>Example:</u> Ask the students to ...</p> <ul style="list-style-type: none"> <li>• Stand with their feet on the floor (turned out), together level with the body.</li> <li>• Arms close together in front of the body with their hands between waist and knee height.</li> </ul> <p><u>Questions:</u></p> <ul style="list-style-type: none"> <li>• Is this a ballet position?</li> <li>• What is it called? (i.e., RAD - feet in 1<sup>st</sup>, arms in bras bas).</li> </ul>

		<p><u>Example:</u> Teacher describes a position using ballet terminology (e.g., feet in 2<sup>nd</sup> and arms in 2<sup>nd</sup>).</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"><li>• Who wants to demonstrate this position?</li><li>• Who can describe the position in notation terms?</li></ul> <p><u>Example:</u> Students take turns demonstrating and describing positions in notation terms and naming the positions if there are corresponding ballet terms.</p>
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