

BeneshMoves

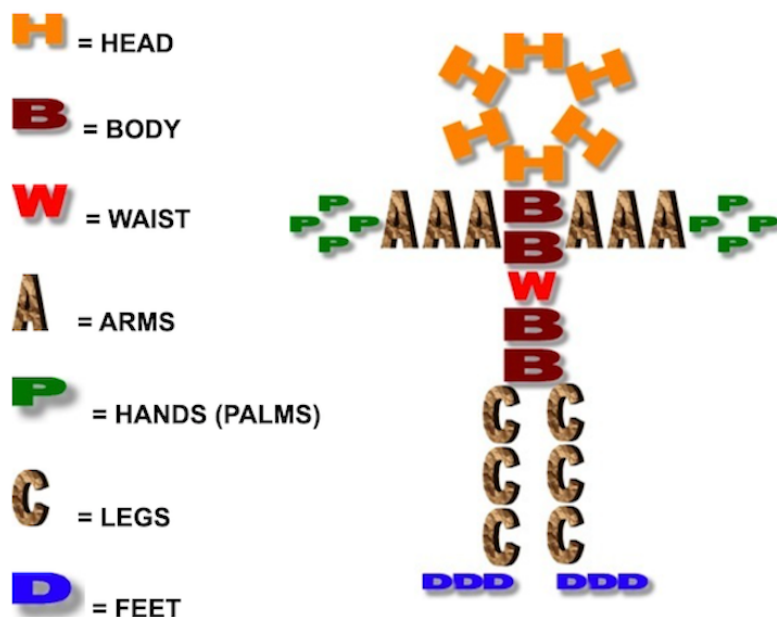


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Identifying Body Parts

| Prior Knowledge | Learning Objectives | Activity | Materials |
|-----------------|--|---|---|
| 1. None | 1. Associating BMN letters to body parts. 2. Learning right and left identification. 3. Learning movement concepts – freeze and non-locomotor actions. | 1. Move the appropriate body part. 2. Write movement scripts. 3. Move and freeze game. 4. Practice non-locomotor movement. | 1. Flash cards. 2. Paper, pencil, and eraser. 3. Music. |

In structured BMN every part of the body is zoned with letters and numbers. For BeneshMoves, begin by teaching students to associate the BMN letters with the corresponding body parts.



As we have two arms, two hands, two legs, and two feet, we identify the right from left with diagonal ticks. The tick either slants to the right or left and is drawn on the appropriate side of the letter. To indicate both arms, hands, legs, or feet no ticks are used.

| | |
|----------------|-----------------|
| `A = LEFT ARM | A' = RIGHT ARM |
| `P = LEFT HAND | P' = RIGHT HAND |
| `C = LEFT LEG | C' = RIGHT LEG |
| `D = LEFT FOOT | D' = RIGHT FOOT |

A = BOTH ARMS
P = BOTH HANDS
C = BOTH LEGS
D = BOTH FEET

Suggested Activities

1. Make “flash cards” of each letter A, C, D, P with left tick, right tick, and no ticks, as well as H, B, W without any ticks. Play music; hold up one flash card at a time and have the students experiment with how they can move each body part separately. Once students have memorized what letter is associated with each body, part move on to creating movement sequences (see the Movement Script example below).

| H | B | A | C' | P | A' C | W | D ||

This is an example of a Movement Script (for moving different body parts). Dotted vertical lines are used to separate each movement. If more than one body part moves at the same time, keep the letters within the same frame (between dotted vertical lines). N.B. A solid vertical line is drawn at the beginning of the sequence and a double line is drawn to show the end of the sequence.

2. Write down a Movement Script for students to interpret, or have the students write their own Movement Scripts for their classmates to interpret. Play music the students can move to and give them time to practice the sequence. Have them take turns performing their sequences in groups.

3. Discuss the concept of **freeze**.

¹**Freeze**: A stop; an absence of movement.

4. Have the students take turns calling out “freeze” and “move”. When the students hear “freeze” they strike a pose, and when they hear “move (*the caller says the name of the body part or parts*)”, the students move the part/s of their bodies the caller specifies while holding up the flash card/s of the Benesh letters which identifies that body part/s.

5. Also discuss the concept of **non-locomotor** movement.

²**Non-locomotor**: A non-travelling movement, where the body is anchored in one place; also called axial movement, e.g., moving the arms and/or twisting the body while staying in one spot.

¹ Page 162 Glossary - The Ontario Curriculum Grades 1-8 The Arts (Revised 2009)

² Page 163 Glossary - The Ontario Curriculum Grades 1-8 The Arts (Revised 2009)

<https://www.edu.gov.on.ca/eng/curriculum/elementary/arts18b09curr.pdf>