

III. Statement of Course Need

Laban Movement Analysis can be applied to and provide insight into the study of history, anthropology, psychology, theater, physical therapy, and education as well as dance performance, choreography, and teaching. This course meets the needs of students of humanities, dance history, education and studio arts, and will serve as encouragement to both students and community to enroll in additional departmental dance offerings and to attend performing arts events held at Raritan Valley Community College. This course is a core requirement of the A.F.A. Dance Degree at RVCC and is a required course in most 4 year university dance programs.

IV. Place of Course in College Curriculum

A.

- Free elective
- The course meets a core program requirement for the Associate of Fine Arts Dance Degree.

B. Course transferability: As evaluated by the njtransfer.org website, Introduction to LMA will transfer to most four-year Universities as an equivalent LMA theory course (such as MGSA, Montclair State) or as an elective in the Arts or as a free elective.

V. Outline of Course Content

This course fosters an understanding of movement through moving, observing, writing, talking, relating, creating, and exploring. Students will have an opportunity to discover their perceptions of themselves and others using Laban's model of movement description and analysis (Laban Movement Analysis or LMA).

- A. Theories of movement dynamics; body, shape, space and effort
- B. Effort Qualities; flow, weight, space, and time
- C. Body
 - 1. Bartenieff Fundamentals
 - 2. Body Attitude
- D. Modes of Shape Change
 - 1. Shape Flow: Growing and Shrinking
 - 2. Directional: arc-like and spoke-like
 - 3. Shape Qualities: Convex (Spreading, Rising Advancing) and Concave (Enclosing, Descending, Retreating)
- E. Space
 - 1. Kinesphere/Directions/Levels
 - 2. Spatial Shaping: Central, Peripheral and Transversal Pathways
 - 3. Dimensional Cross of Reference:

- i. Octahedron
 - ii. Dimensional/Defense Scale
 - 4. Icosahedron
 - i. Planes: Vertical, Horizontal, and Sagittal
 - ii. Cycling/Diameter
 - 5. Diagonal Cross of Reference:
 - i. Cube
 - ii. Diagonal Scale
- F. Affinities
 - 1. Space and Effort Affinities
- G. Effort
 - 1. Effort /Shape Notation Symbols
 - 2. Factors and Actions/Element
 - 3. Effort States and Drives
 - 4. Affinities and Effort Combinations
 - 5. Indulging vs. fighting efforts
 - 6. Effort phrase

VI. Education Goals and Learning Outcomes

Education Goals

Students will:

- Gain greater awareness of self as a dancer/artist and as a human being. (G.E. 1)
- Use Laban's model of movement description and analysis (LMA) to discover their perceptions of themselves and others (G.E. 1, 7)
- Comprehend theories of movement dynamics (effort), space, shape and body as originally developed by Rudolf Laban and further developed by Irmgard Bartenieff. (G.E. 1, 7)
- Increase awareness of others and interactions in the world. (G.E. 1)
- Understand applications of movement analysis in many different contexts and cultures. (G.E. 1)
- Enhance their ability to discuss and critique choreographic issues (G.E. 2)

Learning Outcomes

Students will be able to:

- Demonstrate an understanding, verbally and physically, of basic LMA theory; Body, Effort, Shape, Space, and Relationship.
- Analyze their movement patterns, emphasizing effort-shape preferences.
- Understand and explore the stages and sequences of motor development.
- Recognize how Laban Movement Themes are applied in various fields and contexts.
- Assess human activities and relationships with regard to themselves, others and their environment, using analyses which are explicitly linked to LMA.

VII. Modes of Teaching and Learning

- Lecture/Discussion
- Instructor Demonstration
- Movement assignments
- Group and Individual Critiques
- Student performances

VIII. Papers, Examinations, and other Assessment Instruments

- Periodic quizzes on reading assignments and class material
- Movement/observation assignments
- Dancer Analysis paper
- Final comprehensive take-home exam
- Final project with application to a specific area of your own of interest.

IX. Grade Determinants

- Attendance
- Participation
- Weekly assignments and readings
- Written examinations, quizzes and Final exam
- Written critique of a live dance performance
- Final paper and project
- Journals
- Technical improvement in movement understanding

X. Texts and Materials

Required text:

A Primer for Movement Description, Cecily Dell

Suggested text(s):

Body Movement: Coping with the Environment, Bartenieff, Irmgard & Lewis, Dori (1980). New York: Gordon and Breach Science Publishers.

A Handbook for Modern Educational Dance, Valerie Preston-Dunlop.

Materials:

Students will need appropriate dance clothes and shoes (if needed). They will also supply their own music. Costumes will be supplied either by students or through VAPA.

XI. Resources

- Rehearsal Dance Studio, with professional floor and appointments
- CAT room, equipped with computer, DVD and Video monitor equipment.
- Marker board
- Library of video and DVD performance recordings