



Foundations of Expressive Movement Facilitation

Course Syllabus for Foundations of Expressive Movement Facilitation I and II

Instructors:

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Contact Information: info@themovementarc.com general administration (Monica Hernandez is our administrative assistant)

Course hours: 27 hours in class teaching and 12 hours of asynchronous learning time and assignments).

Dates/ Hours - all hours in Pacific Time Zone

Foundations of EMF: PART I

Class 1: Friday, Feb 3, 1-3:15pm (live on Zoom)

Class 2: Friday, Feb 17, 1-3:15pm (live on Zoom)

Class 3: Friday, March 3, 1-3:15pm (live on Zoom)

Class 4 & 5: March 19, 9am-6pm (in person at Russian Hall, Vancouver)

Foundations of EMF: PART II

Class 6: Friday, March 31, 1-3:15pm (live on Zoom)

Class 7: Friday, April 14, 1-3:15pm (live on Zoom)

Class 8: Friday, April 28, 1-3:15pm (live on Zoom)

Class 9: Friday, May 12, 1-3:15pm (live on Zoom)

Class 10: Friday, May 26, 1:3:15pm (live on Zoom)

Class 11: Friday, June 9, 1-3:15pm (live on Zoom)

Your **Zoom links** will be sent one day ahead of time from info@themovementarc.com

Working Sub-Groups:

We honour that different types of professionals will be applying this work a bit differently at times. There will be two small working groups created for this cohort of students who will meet separately from time to time during the Intensives in person..

One group will be students who are Clinicians/Psychotherapists and the other will be Facilitators/Teachers/Coaches. Advising will also be available for each student. Students from these sub-groups are encouraged to connect outside of class to integrate learning into your practices, as wanted only..

Course Description Summary:

In Part I: Students will explore

- Defining ‘**Expressive Movement Facilitation**’ (EMF) and understanding its foundational principles, as well as understanding a Somatic perspective and the importance of an ‘inner to outer’ experience in The Movement Arc’s style of movement facilitation.
- **Coming to the Body:** Awakening body awareness and body connectivity using different types of explorations.
- Some of the basic concepts of the **Laban/Bartenieff Movement Studies**, a methodology which informs this EMF facilitation training program, learning to embody the wisdom of this way of experiencing and knowing movement..
- **Understanding the body as “naturally intelligent”** and taking a deeper experiential anatomy dive into the Body Systems and the “mind of” each system; looking at how Expressive Movement Facilitation (EMF) might make use of the intelligence and architecture of these body systems.
- The Movement Arc’s **7 stage process** of EMF.
- **Releasing tension** and stress from the body, **opening pathways** in the neuro-muscular system.
- Coming into **playfulness** using creative **movement to support self-expression**.
- Understanding Movement **as a language** that is meaningful and can support development, expression and wellbeing.

In Part II: Students will explore

- Tools for **grounding and centering**.
- The body’s capacity to know, track and express **boundaries**.
- **Character/Archetypes/Stories** as movement facilitation themes.
- **Rhythm** as a container, integrator and motivator for movement.

- **The Voice** and the use of vocalization in Expressive Movement Facilitation.
 - Understanding and practicing different ways of **offering warm-ups**.
 - **Practicing creating and leading** expressive movement experiences for others.
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Learning Objectives

Students will:

- 1) Know their way into and around the Body Systems as a helpful tool for facilitation of their own embodiment and that of others.
- 2) Explore and harness the beginning basic processes involved in EMF.
- 3) Know options for leading warm-ups and the purpose behind this phase of the process, as well as the importance of offering centering and grounding activities during the warm-up period.
- 4) Explore use of rhythm as primary tool for group container, group synchrony, as well as regulation and self-expression.
- 5) Explore ‘characters’ and ‘archetypes’ and how these may be integrated into EMF to invite playful self-expression.
- 6) Understand the term Somatic and how this type of somatic inquiry is different from a regular movement or dance class.
- 7) Understand how to create a great movement warm-up that engages body connectivity and connects to self.

Attendance Policy: If a session is missed due to illness or emergency, the student will need to watch the Zoom recording, and arrange to meet with a peer to catch up on material missed (20min suggested time). The student will need to practice any movement experiential missed in class with another person if partner-oriented. The Zoom video will be available **for only four weeks from course end date**. Please let Monica, the Movement Arc administrator know when the task of watching a missed class video and connection with a peer has been completed.

Participation Criteria/Expectations: This course requires a high level of dynamic movement engagement and can be physically and emotionally rigorous. Students should already have developed a consistent movement practice before entering the course.

IMPORTANT NOTE: The Movement Arc expects that students will not be attending to other work tasks during class while on Zoom, and will remain present and available to their partners in class break-out rooms on Zoom and will communicate with the group

using the Chat Room in Zoom if they need to take a break from the screen or will be off-screen etc, as this affects the group learning space. THANK YOU for your cooperation.

Evaluation: There is no evaluation of the 1year Expressive Movement Facilitation certificate program students taking this course in terms of grades or marks given. Generally you are given credit for the course if you attend all sessions (or watch the recordings), do in-class assignments and participate in full. There will be a Check-List of all assignments being completed for the year, which you will be given, and you will need to submit for your Certificate to be received.

Tools: EMF program private Facebook Group & the LearnDash Classroom Management System for The Movement Arc (you will be sent a LOGIN in a few weeks time which you will be accessing directly from our website).

Class outline: Content, teaching methods, supplemental readings, and asynchronous learning assignments for each class are listed below.

Friday, Feb 3, 2023

Zoom CLASS 1: BASIC IDEAS and OVERVIEW 1-3:15pm. Coming together, we introduce ourselves to each other using nonverbal as well as verbal expression (and also introduce our class mascot: the octopus), create group agreements and briefly overview the EMF Foundations course. After a movement experiential called “The Wave”, we explore a working definition of ‘Expressive Movement Facilitation’ and understand its foundational principles. We then experientially explore a ‘Somatic perspective’ and the importance of an ‘inner to outer’ experience in movement facilitation, by awakening our body awareness. We finish class by engaging in small groups in creating a ‘Dance Poem’, a process that supports understanding the powerful relationship between imagery, words and movement.

Asynchronous learning assignment 1hr: Watch *Breath Made Visible* Film about the work of movement facilitation pioneer Anna Halprin (recently deceased at age 100!).

<http://www.breathmadevisible.com/en/179/streaming/> Take notes on what inspires you. Students can share thoughts on inspiration from the film in the EMF Program Facebook Group page before our next class (which Monica will invite you to join if you are on Facebook).

Friday, Feb 17, 2023

Zoom CLASS 2: LABAN/BARTENIEFF MOVEMENT STUDIES Overview 1:00-3:15pm. After a warm-up in which we explore ways to release tension and stress from the body, students are experientially and then theoretically introduced to the essential themes and basic concepts of

the Laban/Bartenieff Movement Studies framework, one methodology which informs The Movement Arc's EMF training. We explore how within LBMS, movement is expressed in polarities and continuums, that when engaged in dynamic movement can connect us to greater wholeness and wellbeing. Through this LBMS exploration, we will be using creative, spontaneous movement in relationship to hearing verbal languaging and imagery as one form of EMF. We consider some of the roles that the EMF facilitator is weaving in and out of while facilitating movement, and explore a 7 stage process for EMF as a possible model for guidance.

This is followed by a brief introduction to our program's use of an online Classroom Management System called LearnDash for class content and organization throughout the EMF program.

Asynchronous learning assignment 1hr: Journaling about three questions: 1) How are you in relationship with your own body, what do you notice?... consider your past, present, as well as future goals for how you would like to be in relationship with your body. 2) What do you know about the practice of Body Awareness and "coming to the body" for yourself so far? 3) Where do you feel inspired in your facilitation of dance or movement (or embodiment process for clients)? Where do you have questions? (Send your journaling to Hana at info@themovementarc.com before Feb 28)

Friday, March 3, 2023

Zoom CLASS 3: BODY SYSTEMS 1-3:15pm. After a brief check-in, students will be led into a Body Systems (systems of Form/Structure) experiential anatomy embodiment practice. Students will reflect on that inner body journey through art making and writing, and share about their discoveries of the 'mind within each body system' and how this somatic knowing affects their own well-being. Students will then work in small groups to explore how these Body Systems (Skin, Skeleton/Bones, Muscles) might be harnessed for expressive movement goals in EMF; making use of the intelligence and architecture of these ever-present intelligent body systems (Clinicians/Therapists in one group, Facilitators/Teachers in another).

(Students are encouraged to share images, poems, insights in the Facebook Group after class).

Asynchronous learning assignment 1hr: (Readings are in your EMF Student Folder in the GDrive for now and will be brought into the LearnDash platform too). Body Systems chapter in the book *Natural Intelligence* (in your folder).

Sunday, March 19, 2023

Zoom CLASS 4: BODY SYSTEMS continued 9:00am-12:00pm. After a brief full body

warm-up, we continue our exploration of more Body Systems (Fat, Fluids, Organs, Endocrine, Nervous System) and explore sensing how we can learn to modulate our movement and find support for being in relationship to self, other and environment through the engagement of these body systems. Continued processing through writing, art, dance making to support reflection of how these systems support our self-expression and movement potential. Continued exploration of how to relate Body Systems focus to your own goals in using Expressive Movement Facilitation for your own practice.

Asynchronous learning assignment 1hr: Linda Hartley's *Wisdom of the Body Moving* book chapter on Body Systems (in your folder and LearnDash). Share any insights or questions you have from these readings on the EMF Facebook Group page.

Sunday, March 19, 2023

Live in person CLASS 5: RELATIONAL SKILLS and STEPS IN THE PROCESS OF EMF: Cultivating Embodied Presence & Practicing Attunement 1:30-4pm. After a warm up focused on grounding and centering ourselves, this class explores tools/portals for cultivating a felt sense of presence using the body-mind connection. With this presence cultivated, we can then explore the concept and practice of “attunement” through movement as a relational phenomena. We explore the significance of attunement for creating connection using the body, movement and voice, and experience deeper relational resonance. Partners will also practice ‘embodied speech’, and ‘circular attunement’ body to body and discuss how these skills can be useful as EMF facilitators.

4:30-6pm: The last part of this class, we learn about creating a movement “warm-up” and understand the significance of a ‘Warm-up’ within the EMF framework for both relational and physical body connectivity goals. Students will explore weaving of sensing, feeling, movement actions and of making relational contact in a warm-up.

Asynchronous learning assignment for completion before March 31, 1hr: Students will work in partners (by phone or Zoom on your own time) to create a movement warm-up based on your own favourite ways of moving, and add ideas to it from your learning during the March Intensive, in order to be ready to lead a 10 minute warm-up in a class to follow online (we will have a sign up process for which week). If you have Linda Hartley's book this can be a nice guide for some movement experientials you might try out.

(PART II: resumes after the March intensive and LBMS Movement Experiencing and Observation course)

Friday, March 31, 2023

Zoom CLASS 6: CONNECTING BODY & VOICE 1-3:15pm. We begin with a movement warm-up to engage Patterns of Total Body Connectivity and integrating other aspects of BESS (Body/Effort/Shape/Space), led by two students. We then flow into an exploration of “the body of voice” and its connection to increasing our self-connection and expressivity. We play with vowels, tones that move up and down the endocrine system and spine, shape-change, spontaneous sound making, key words for movement play, and freeing up our capacity for embodied sounding as self-expression. We create in small groups an ‘embodied soundscape’, and later discuss the applications of working with sound as an important aspect of human embodiment and emotional expression.

Asynchronous learning assignment 1hr: TBA and will be placed into your Readings folder in Google Drive as well as placed into LearnDash program.

Friday, April 14, 2023

Zoom CLASS 7: WORKING W/ RHYTHM 1-3:15pm. After a warm-up including BESS led by two students, in this class we explore the effects of rhythm on the body-mind, experience the vitalizing as well as the ‘entrainment effect’ of group rhythm making, and engage with forms of rhythmic movement expressivity. Participants will consider how working with rhythm can affect their own students and how it can support EMF goals you may have in your own practice. Students are invited to create a dynamic rhythmic dance that brings vitality that could be shared with others. Various types of rhythmic music will be explored, to experience how fundamentally rhythmic response shapes our movement.

Supp. Reading if wanted: Reinhardt Flatischler: *The Forgotten Power of Rhythm*

<https://www.amazon.ca/Forgotten-Power-Rhythm-Ta-Ke/dp/0940795078>

Friday, April 28, 2023

Zoom CLASS 8: THE DANCE OF STORY and CHARACTERS: 1pm-3:15pm. In this class, after a warm-up led by two students, we explore ways stories and narrative can be expressed through movement and dance; including by inviting archetypal characters that may be supported to emerge in our self-connection. Each student will develop their own character which supports an aspect of their movement expression and a part of themselves that can bring vitality. We will explore how characters can be invited to come play, be given names and costumes or props, and find their way into Effortful self-expression in dance.

Supplemental cultural resource:

(Telling a Story through Movement video) <https://youtu.be/-6cOVGAfbcl>

Asynchronous Learning Tasks: 2hrs 1) Create a costume for the character you discovered in this class and gather ideas for how you might make this character come even more to life with costume or props. 2) Watch the film “*Pina*” about dancer Pina Bausch’s way of working with characters: Trailer is here: <https://youtu.be/F-cV74Mq7KU>

Friday, May 12, 2023

Zoom CLASS 9: REVISITING LBMS and EXPLORING SOMATIC WORK WITH ‘BOUNDARIES’: 1-3:15pm. We will begin this class with a 10 minute warm-up led by two students, then followed by the “parade of our characters” in our costumes and celebrate how the embodiment of these characters in movement phrases supports our increased self-expression and vitality. We will briefly revisit the BESS aspects of the Laban/Bartenieff Movement Studies including the Efforts (relationship to Space, Flow, Weight and Time).

In our last hour, we will explore using BESS to support people in exploring somatic and movement work with ‘boundaries’.

Asynchronous Learning Task: 1hr (Review all your LBMS hand-outs from the March intensive).

Friday, May 26, 2023

Zoom CLASS 10: ENCOURAGING THE MOVEMENT OF DIFFICULT FEELINGS ~ ‘THE MONSTER DANCE’: 9:30am-12:30pm. In this class, after a warm up led by two students, we move with and explore how one might approach what is more difficult for a person to express through their voice or body, by engaging playful movement processes that can also be applied to “darker” themes of our human experience. We will be drawing and dancing our ‘monsters’, and notice how this process frees up life-force energy and can elicit larger gross motor movement and fuller expression. We will discuss how playful dance activities can provide for safer symbolic forms of expression for the parts of ourselves that may be more difficult to contact or express.

Asynchronous Learning Task (1hr): Read ‘*Shadow Dance*’ by movement facilitator Orit Krug (article online) <https://www.mindyourbodydmt.com/shadow-dance/>

Friday, June 9, 2023

Zoom CLASS 11: PARTNER and SMALL GROUP LEAD PRACTICE SESSIONS

1-3:15pm. After a movement warm-up led by two students, each student will work with a partner and guide that person (in break-out rooms) through an initial “Expressive Movement Facilitation”, drawing on any of the tools learned so far in this course, and practicing some aspect of the 7 stage EMF facilitation process. This will be followed by discussion back in the large group about how the facilitation process went. Class will close with a group movement experience that supports closure of this course, revisiting its themes and embodying the movement expression that we have been learning about since February 3.

Asynchronous Learning Task (1hr) (To be completed before the next course begins:

Journaling Questions: How are you feeling about your learned skills so far? What came up for you in your facilitation in class of your partner? What are your questions at this time about facilitating embodiment, movement, dance?

Supplemental Resource just for fun:

On supporting Self-Expression:

How Clowning Can lead us into Connection: Holly Stoppit <https://youtu.be/MH11d7YNVNQ>