



# The Movement Arc

Engaging Rhythm

Somatic Education Centre

# Class Overview

- Explore rhythm.
- Explore aspects of Effort phrasing and exertion-recuperation.
- Moving spontaneously and creating rhythmic dance expressions individually and in partners.
- Reflect on how the intentional inclusion of rhythm and phrasing might support EMF goals.



# Rhythm

A fundamental part  
of existence



# Rhythm

Rhythm can:

- Be an organizer
- Support regulation
- Create a container
- Modulate energy up and down
- Support bonding, connection, and community
- Evoke movement and expression



# Rhythm

Applying rhythm as an EMF facilitator:

- Sensory input
- Sound it, speak it, sing it
- Touch, tap, drum, make body rhythms
- Move on & with different rhythms
- Move together as a group, pass a rhythm between the group, some drum/some move etc.
- Educate participants about rhythm's supportive qualities
- Consider rhythmic based themes, such as rhythms in nature, rhythms in our lives, etc.
- Consider rhythm of a class / series of classes when planning.

# Interactive Metronome

Interactive Metronome -

<https://www.interactivemetronome.com/how-it-works-2>

# Essence of Rhythm

Reinhard Flatischler – TaKeTiNa –

<https://www.youtube.com/watch?v=fgnEL2-43WY>

# Essence of Rhythm

Notes from the film:

Essence of rhythm: pulse, recitation.

Pulsation = repetition of similar events/ sounds.

Recitation / intervals = empty / energy field.

Pulsation includes: pulse, cycle, subdivision.

Pulses group themselves into cycles. Cycles exist around us and within us.

Rhythmic sequences & recitative rhythm include: long, short, pause.



# Phrasing

Coloring movement  
expression with rhythmic  
emphases



# Dynamic/ Effort Phrasing

- An organizing factor in movement
- Qualitative rhythm of movement
- Changing rhythmic emphasis of movement qualities, with increases and decreases in intensity
- Includes fluctuations of exertion and recuperation

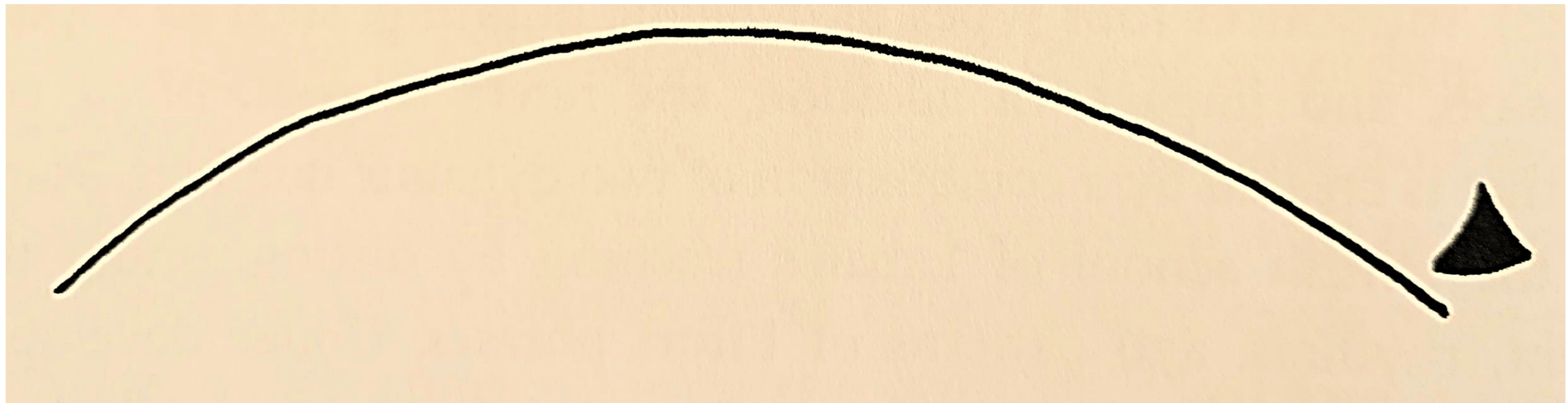
# Impulsive



E.g. Suddenly turn towards something with an impulse to approach.\*



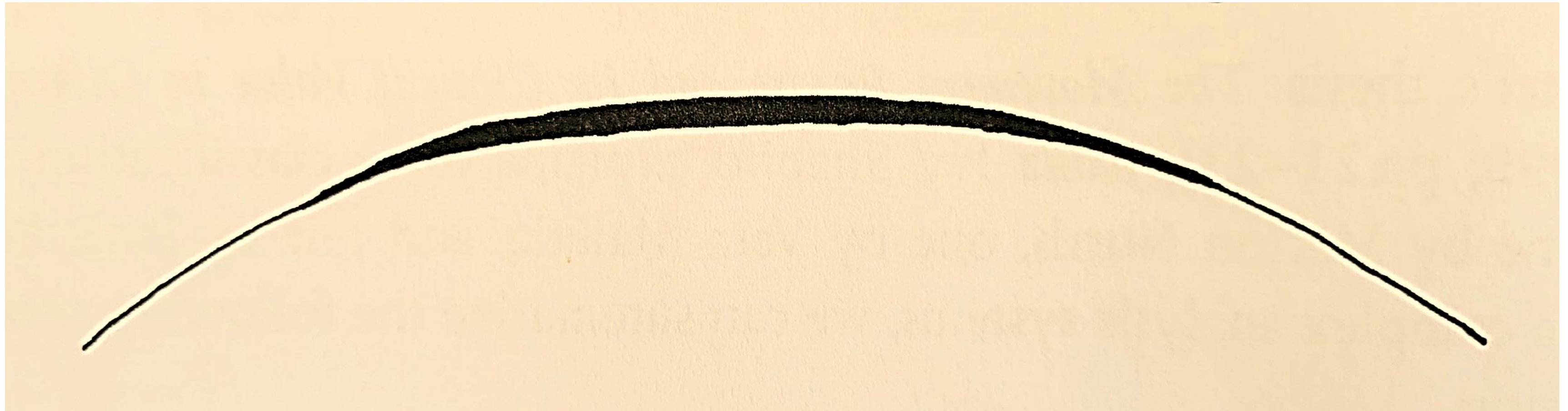
# Impactive



E.g. Pounding a hand on a table.\*

\* From "Dance Dynamics Effort & Phrasing" by Vera Maletic, 2005.

# Swing



E.g. Singing a lullaby and gently swinging a baby.\*

\* From "Dance Dynamics Effort & Phrasing" by Vera Maletic, 2005.

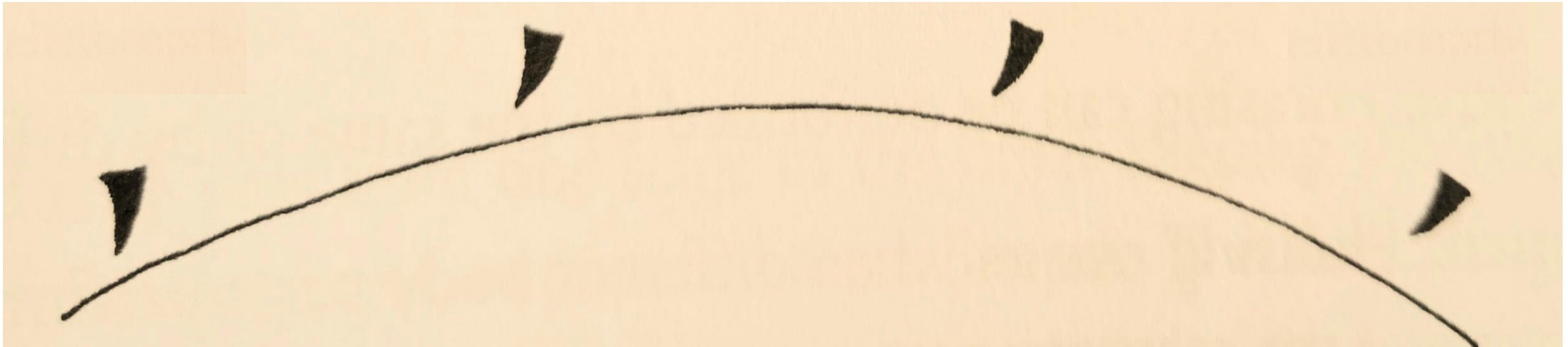
# Even



E.g. Traveling smoothly through space with sliding steps.\*

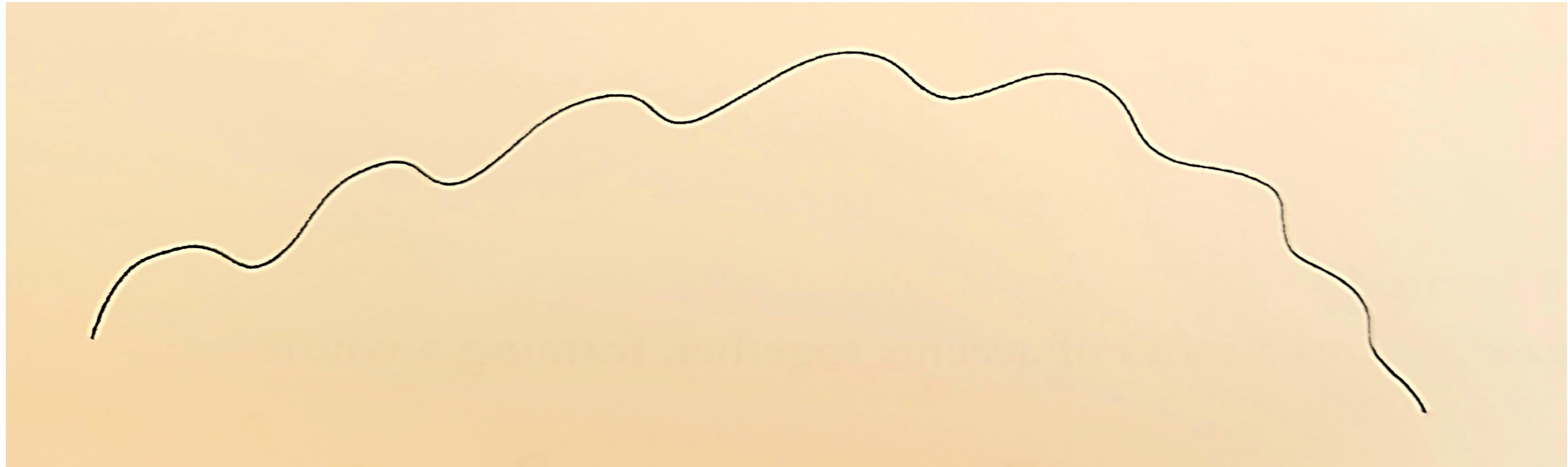


# Accented



E.g. Tapping the fingers, or stomping the feet.\*

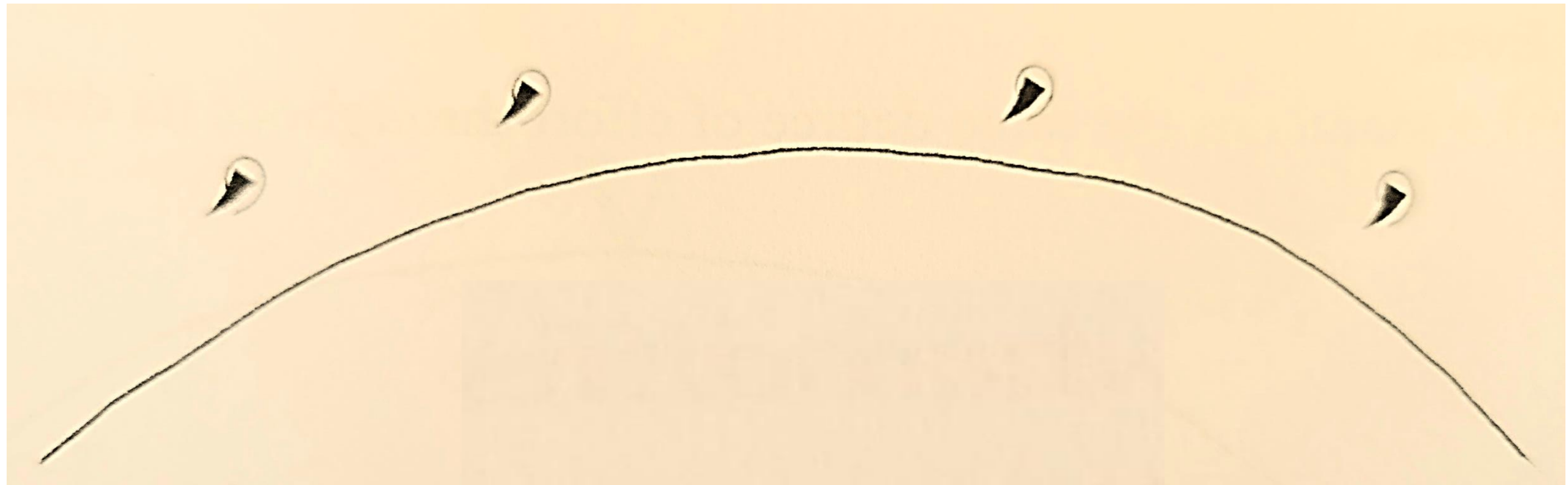
# Vibrato



E.g. Shaking the hands or the entire body.\*

\* From "Dance Dynamics Effort & Phrasing" by Vera Maletic, 2005.

# Rebound



E.g. Dribbling a ball, jumping on a trampoline, shaking out a rug.\*

\* From "Dance Dynamics Effort & Phrasing" by Vera Maletic, 2005.



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