

LADM
LA DANCE MAGIC
CHASE BENZ
MUSICALITY WITH STUDENTS



PLAY DIFFERENT SONGS WITH DIFFERENT TEMPOS, SOUNDS AND MUSIC.

ENCOURAGE STUDENTS TO EXPLORE THE ROOM, ENGAGING IN CREATIVE MOVEMENT AND MUSICAL EXPRESSION. THIS APPROACH FOSTERS FAMILIARITY WITH VARIOUS SOUNDS AND HELPS THEM CONNECT THEIR MOVEMENTS TO MUSIC, ENHANCING THEIR PROFICIENCY WITH DIVERSE MUSICAL STYLES. IT'S IMPORTANT TO PROVIDE CHALLENGES ACROSS A WIDE SPECTRUM OF MUSIC GENRES, NOT JUST CATERING TO THEIR PERSONAL PREFERENCES.

DURING A COMBO CLASS OR REHEARSING FOR A COMP PIECE, AT THE END OF CLASS PLAY THE SAME MUSIC AND HAVE THEM MOVE AROUND THE ROOM AND IMPROV TO THAT PIECE. THIS APPROACH WILL ENABLE THEM TO EXPLORE VARIOUS AUDITORY EXPERIENCES AND ESTABLISH A PROFOUND CONNECTION WITH THE MUSIC BEYOND THE CHOREOGRAPHED MOVEMENTS.

TEACHING GROOVES

IN MY CLASSES, I CONSISTENTLY EMPHASIZE A FUNDAMENTAL PRINCIPLE:
"STEPS ARE TEMPORARY, GROOVES ARE FOREVER."

GROOVING NOT ONLY TEACHES YOU TO HAVE FUN BUT ALSO TAPS INTO THE PUREST FORM OF FEELING, WHICH IS AT THE CORE OF DANCE ITSELF. DANCE, AT ITS ESSENCE, IS ALL ABOUT THE FEELING IT EVOKES. WHEN YOUR STUDENTS MERELY EXECUTE MOVES, IT'S EVIDENT TO US JUDGES. THEY'RE MERELY FOLLOWING INSTRUCTIONS. HOWEVER, DISCOVERING THAT ELUSIVE GROOVE IS SOMETHING WE SENSE, THE AUDIENCE FEELS, AND IT FOSTERS A PROFOUND CONNECTION BETWEEN THE DANCER AND THE SPECTATORS.

FOLLOW ALONG IN CLASS. PLAY MUSIC AND LET A STUDENT LEAD FOR A FEW EIGHT COUNTS THEN ROTATE TO ANOTHER STUDENT. A "JUMP IN JUMP OUT" SITUATION. PLAY MUSIC, GET IN A CIRCLE, AND FOLLOW ALONG WATCHING EACH OTHER WITHOUT JUDGEMENT. THIS PRODUCES NEW IDEAS WITH ONE ANOTHER OPENING UP CERTAIN BRAIN PATHWAYS.