



Music Ed Insights



Five Key Takeaways for Music Educators from... **Everyone Can Move: Movement for Every Music Program with Michael Rosales**

Stop saying “dance,” start saying “movement.”

- Use low-pressure language: talk about clapping, poses, gestures, statues, shapes, not choreography or dance. This lowers the fear for you and your students, especially in middle school and junior high.

Build rhythm in the body before you worry about technique.

- With beginners (e.g., incoming freshmen in marching band), first lock in pulse through simple movement: clapping the beat, tapping toes/heels, stepping left-right. Don't jump straight to foot angles and marching technique without a felt sense of rhythm.

Use ultra-simple daily movement warmups.

In the first 3–5 minutes of rehearsal, try:

- Clap the beat together, then add style (heavy, light, snappy).
- Sway side-to-side to a track with a strong groove.
- Shrug shoulders or nod heads in time.
- These “tiny” moves still count as movement and are accessible even for self-conscious teachers.

Connect “statue” poses directly to the music.

- Play a short excerpt of a piece and have students freeze in a pose that shows how that moment feels (dark, joyful, tense, triumphant).
- Use what you see—levels, tension, direction of arms—to talk about dynamics, articulation, and phrasing.

Let student leaders design simple movement, but don't call it choreography.

- Send a section or small group off with a task like: “Create six poses and change every four counts while this piece plays.”
- When they perform it together, it is choreography, but the language stays non-threatening and student-led, increasing buy-in.

Find more Music Ed Insights on our website at www.musicedinsights.com
or join us on your favorite podcast app.