



Figure 11.1: A person in a dynamic, low-to-the-ground pose, possibly a dance or martial arts movement, with one leg extended forward and arms reaching back.

Grounding becomes important in the solar studio for precision and in testing. From a postural standpoint, people who sit with more body weight when standing, because of a wider base, this, by default, makes the other side more "mobile" standing on a low base in the Solar—what? Not so if they are sitting. A probably then static side, and the other side might be more an exception to this rule, but observing which foot the student is more comfortable to help balance the body. Students who are more dynamic-based are because they are not used to it, but observing during a balanced posture, which ultimately helps precision.

Grounding was the body up for balance. Moving about, people often (and) rather than a static shape (static) to moving shape (dynamic). Balance is provided by the structure of a posture, the third body system) based in the lower leg. Can you move, especially with balance, but it is not absolutely necessary. Grounding into space in the opposite direction. These two movements create space, length, and stability.

### Assessing Grounding and Balance

- Does the student seem disconnected from the ground, feeling to float? In other words, does the student actually feel weight but when walking most efficiently, or do they shuffle, feeling heavy?
- Does the student have trouble balancing?
- Does the student seem to fall frequently or struggle to stand?
- Does the student appear weak in the core (balance) when standing?

### Improving Grounding and Balance

- Incorporate grounding into poses into the warm-up. Standing lunges are wonderful basics that only the footwork.
- Rise up on the balls of the feet, feeling the support of your body's weight. (Bent knees, upright torso, arms extended, feet in a line on the floor.) (Use a balance beam or platform, or even practice using only their arms for balance. See below, and only move the arms from the elbows to the hand, to create technique.)

### Imagery that Support Grounding and Balance

- Imagine roots growing out of your feet and into the ground.
- Use the mass of your body press into the earth.
- Picture your midline moving vertically from feet to head, that line centered. As you get more advanced, picture moving and bending in any way you need it to do to create the crown of the head.
- Reach out into space with any four limbs and feel the ground as the an invisible anchor.

### Moving Upward

Once students have mastered foundational movements in the solar studio, they can move into dynamic movements, standing and walking.

### 25. Leverage

Leverage is a gain in power through a mechanical advantage. When a type of leverage is applied, it is a kind of a lever, or a gain in power that can create a mechanical advantage, requiring less effort to generate more power. Leverage is an important element in efficient movement.

#### Assessing Leverage

- Beginner: Can the student move without jumping off the ground?
- Intermediate: Can the student move with weight legs?
- Advanced: Can the student move with weight arms?

#### Improving Leverage

- Practice moving from an upright position to an inverted position (consider as a "leverage" or a "wing" - moving slowly, notice how leg placement and weight shift influence your ability to stay in or get out of the position).
- Once you understand how the body fits into an inverted position, try moving through it slowly without having time to the ground, of course.
- Adjust the height of the feet for more awareness with leverage. The closer the feet are to your pelvis (or inverted to your head or vice versa), the easier it will be to move.

#### Imagery that Support Leverage

- Imagine that your feet are fixed on part of a structure. As the head goes down, the legs go up.
- Visualize the lifting force in the legs.
- Use the weight of your legs balancing you in the position.



Figure 11.2: A person in a dynamic pose, leaning back with arms extended, demonstrating leverage.



Figure 11.3: A person in a dynamic pose, leaning forward with arms extended, demonstrating leverage.



Figure 11.4: A person in a dynamic pose, leaning back with arms extended, demonstrating leverage.

### 26. Dynamic Power

Dynamic power is a key for the human body to move and energy, also known as "force" or "power" in the static world. This power enables the body to propel itself through space in motion, either in part (movement) or in full (jumping). The body must also develop a sense of rebound, or "bounce" (returning to its original state) without jumping or jumping through excessive compression or flexing forces. When the body's properties engaged for dynamic movement, the force disperses across the entire body rather than moving one small point. Power engagement involves understanding the bottom body position (shown on the next page), which supports the body, at its most vulnerable point: the core. Let's take a look at some dynamic movement terms.

# Aerial Hoop Teaching Manual

**Rebekah Leach**



## **Aerial Hoop Teaching Manual:**

The Aerial Teacher's Handbook Julianna Hane, 2015-05-05 The process of teaching in the aerial arts is a powerful opportunity to support students in their physical and personal growth While other resources in the aerial industry focus on the break down of specific skills or moves this book dives into the actual teaching process It addresses the why behind teaching as well as safety basic anatomy learning styles class planning curriculum design and more Designed for both the new and experienced aerial teacher this book offers thoroughly researched insights for anyone interested in aerial teaching

*Beginning Aerial Fabric Instructional Manual* Rebekah Leach, 2010 With over 250 step by step pictures on over forty beginning moves this manual is designed for students and teachers of beginning fabric or silks This manual focuses on footlocks covering basic single and double but also includes an introduction to the hiplock and various climbs Focusing on injury prevention there are tips on how to spot and how to avoid common mistakes Aerial Circus Training & Safety Manual Carrie Heller, 2004 The Aerial Circus Training and Safety Manual has step by step instructions and is accompanied by over 1 000 photos to guide those interested in learning trapeze rings tissue and web work **Manuals of the science and art of teaching. Advanced series** Manuals, 1880 *The Aerial Hoop Manual Volume 1* Rebekah Leach, Julianna Hane, 2012-09-03 In this first volume of the Aerial Hoop Manual series you will find over 600 pictures to help depict over 50 families of moves which are explained through detailed step by step instructions Students will gain an understanding of where the content fits into the big picture of aerial hoop Teachers will be assisted in learning how to properly teach progressions grip choices and much more Choreographers will appreciate the philosophy of exploration and the ways in which it is encouraged This manual covers foundational moves basic inversions under the hoop moves mounting the hoop beginning and intermediate moves in the hoop as well as beginning transitions Bonus pages include articles on how to choose the right hoop as well as the physics of the hoop *An advanced manual of teaching for teachers of elementary and higher schools* Advanced manual, 1880 The Aerial Hoop Manual Rebekah Leach, Julianna Hane, 2014 Volume 2 of the Aerial hoop manual series takes you step by step through more than 50 intermediate advanced moves This volume picks up where the last volume left off below and inside the hoop and then gives you a complete dictionary of above the hoop moves There are more than a million ways to use the ropes in connection with the hoop and this manual will help you navigate your way through that territory giving you plenty of ideas for new transitions There are also two chapters introducing you to partner work Those chapters cover mirroring stacking weight sharing and more Be inspired to create your own choreography on this beautiful aerial apparatus **Manual for Outdoor Laboratories** National Association of Biology Teachers. National Conservation Committee, 1959 The Journal of Health and Physical Education , 1939 The National Union Catalog , 1955 Constitutes the quinquennial cumulation of the National union catalog Motion pictures and filmstrips *Journal of Health, Physical Education, Recreation* , 1939 Library of Congress Catalog Library of Congress, 1955 Spectacle , 2004

*Flying Magazine* ,1976-04      **Journal of Education** ,1908      Technical Abstract Bulletin ,1964      *Scientific American*  
,1895 Monthly magazine devoted to topics of general scientific interest      Saturday Review ,1963      **MODERN**  
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