

Lesson #1: Place

Target Audience: 4 & 5 year olds

Space: studio

Length of time: 45 minutes

Materials: see music

Props: yoga dots (actually squares)¹, small traffic cones

Pre-Class Activity: As children come in, we will play some music and children will play on yoga dots with scarves and noodles. The scarves will be pushed into the noodles to make “paint brushes”

<u>Getting To Know You</u>	<u>Duration</u>	<u>Music</u>
Welcome Song	2 minutes	live, or <i>Songs for Dancing #2</i>

To the tune “Twinkle Twinkle Little Star”

*Welcome, Welcome everyone
Let's reach up and touch the sun
Now let's make the rain fall down
Gently, gently to the ground
Close yourself into a ball
1,2,3 Let's jump up tall!*

<u>Warming Up (Imitation)</u>	<u>Duration</u>
Warm up	10 minutes
Nursery Rhymes Sequence (See Anne Green Gilbert, <i>Brain-Compatible Dance Education</i>) or <i>Brain Bop #1 & #2</i>	

Transition: Can everyone please walk over and find a spot to sit by the board?

<u>Intro to Concept</u>	<u>Duration</u>
Place	5 minutes

Objective: To introduce the movement we will be learning that day and make sure students grasp the concept before proceeding to practicing this movement.

Script: Today we are learning about Place. Can everyone say place? There are three different types of space: self, general, and empty. Let's start with **self space**. **Self space** is right where you stand. It is where you move while only dancing with yourself. Can everyone point to the ground below where they are sitting and say ‘**self space**’? When you are in **self space**, you are not supposed to touch anyone else with any part of your body. Let's wiggle our arms while staying in **self space**. How about kick our legs?

The next concept is **general space**. **General space** is the room around you that you can travel through. While moving through **general space**, you always want to be looking for **empty space**. This makes sure you are keeping safe and have the freedom to do the dance moves that you want to do.

Empty space is all the area around you that nothing is in. It's where there are no people, no floor, no ceiling or walls.

¹ Made from one yoga mat, cut into 10 squares of equal size.

Transition: Lay out as many yoga dots as students.

<u>Explore (Exploration)</u>	<u>Duration</u>	<u>Music</u>	<u>Props</u>
Find a Friend	5 minutes	C & C² Vol. 1, Potpourri #16	yoga dots

Objective: Understanding general and self space. Sharing the space with another person.

Dance through the general space. (Give specific locomotor ideas ex: skip, gallop, side slide) When the music stops or the teacher gives a signal, quickly find a friend on a yoga dot and connect. Once the new music begins, dance in self space with your partner (connected or not). When the music stops, take a breath, say goodbye to your partner and dance away through the general space on the next music.

Front-load: demonstrate with 4 people and 2 yoga dots to show the transitions. 1) Free dance 2) Find a friend 3) Stay and dance with the friend 4) Dance away 5) Find a new friend on a new dot

Ideas for on the dot: dance back-to-back, palm-to-palm, side-by-side

Ideas for traveling: slow and smooth, sway and twirl, tip toe going high and low, move sharp and stiff like robots. And all the locomotor choices, in all directions

Transition: make a 'pancake pile' with the dots, line up along the side and sit ready position, facing into the space, for instructions for the next activity

Reflection (Labeling) – Tell one way you moved through the general space.

When you on were on the yoga dots, did you use self or general space? Which did you like better to move in? Self or general space?

<u>Developing Skills</u>	<u>Duration</u>	<u>Music</u>	<u>Props</u>
Beginning, Middle & End Dance [Across the floor]	5 minutes	C & C³ Vol II # 11	cones, 2 dots

Objectives: To work on developing the movement of "galloping". To practice making shapes and sticking to them while on the final dot. Watching other students, observing other movement patterns and gathering ideas for their own movement.

Set up: 2 yoga dots in half circle first beginning a little in front of the line, other ending a little further back from end of line. Cones between the two yoga dots curving to make the half circle shape.

Beginning – Jump to the yoga dot/ Jump on the yoga dot

Middle: Gallop around the cones

End: Make a shape on the last yoga dot

Slide to the end of the line (For youngest students, holding a slide helper's hands)

² *Contrast and Continuum Volume I*, Eric Chappelle

³ *Contrast and Continuum Volume II*, Eric Chappelle

Adult helper jobs: gate keeper, first dot person, last dot person, slide helper, line monitor (depending on how many adults you have)

Transition: Everyone spread out and find a perfect spot and lay down on your backs for resting.

<u>Resting</u>	<u>Duration</u>	<u>Music</u>
Constructive Resting	3 minutes	<i>Brain Bop</i>⁴ Tracks #13 & #14 or <i>Resting from Songs for Dancing</i> #20 or #38 (instrumental only)

See description of Resting and watch video demo in *Songs for Dancing*

<u>Creating (Creating & Improvising)</u>	<u>Duration</u>	<u>Music</u>
Apples and Oranges	5 minutes	<i>Step on the Beat</i>⁵ #1

Objective: This is a creating exercise for using the skills acquired in the lesson of Place.

Lyrics

*Before you start, you need to know, what kind of fruit, you'll choose to be
Half are apples, half are oranges, now it's time to dance with me!*

Slap your knees, and clap your hands (repeat)

Circle 'round, circle 'round

Slap your knees, and clap your hands (repeat)

Circle 'round, circle 'round

Apples dance away, apples skip away, apples slide away, it's time to come back home again.

Apples gallop home, apples gallop home, apples come back home, it's time to start again.

Oh, slap your knees and clap your hands (repeat)

Circle 'round, circle 'round

Slap your knees, and clap your hands (repeat)

Circle 'round, circle 'round

Oranges dance away, oranges skip away, oranges slide away, it's time to come back home again.

Oranges gallop home, oranges gallop home, oranges come back home, let's do the dance again.

Repeat sequence twice.... then *and now our dance is done!*

Teachers:

The dance follows an AB form. The A section is the slap, clap and circle section. The B section is the traveling section.

For 4-5s, try a circle dance while holding hands. Circle round while holding hands, if this is too complicated, try without holding hands. If circling is too difficult, try individually circling in place. Reiterate the term "self space" at this point.

Next teach dance steps as a whole group.

A1: Teach one slap of thighs (knees) and one clap or hands. Repeat.

A2: Group will travel around the circle line. Decide, and model with gesture or through movement, the line of direction (LOD) of the circle. Then travel in that LOD with the

⁴ *Brain Bop*, Kate Kuper

⁵ *Step on the Beat*, Kate Kuper

group.

A1: Repeat the slap and clap sequence *in place*

A2: Circle in the *opposite* LOD.

Reflection: When did we use self and general space? What ways did we travel through the space? What did we do in self space?

Transition: They are already sitting down in a circle for discussion and closure.

<u>Activity</u>	<u>Duration</u>
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Closure	5 minutes
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Review what we did, what we liked, what we remembered. What did we learn?

Dance to the door based on favorite use of space: self or general or favorite activity.