

CMP – Lesson Four

Date: Sat Oct. 23

Age: 3 & 4

Movement Concepts:

Bend, stretch, twist, curl

Lesson Objectives:

The children will be able to

- Become familiar with bending, stretching, twisting and curling,
- Travel while doing these body shapes (basic functions)
- Manipulate a body so while doing the shapes
- Associate colours with shapes on the equipment
- Manipulate the parachute to help make the body shapes

Movement Areas: Dance, Gymnastics, Games

Introduction

Teaching: using a (gray) sock show the children how the sock bends, stretches, twists, and curls then ask them if they can make those shapes with their bodies.

OT: Find some space away from each other, spread out

BT: See how I can stretch this sock? Can you stretch your body like the sock?

RT: stretch out your fingers and toes as far as you can, and slowly move out of your stretch and stand up straight again

BT: See how I can bend this sock? Can you bend your body like the sock?

RT: slowly move out of your bend and stand up straight again

BT: See how I can twist this sock? Can you twist your body like the sock?

RT: use your arms and legs to help your body twist, and slowly move your body so you stand up straight again

BT: See how I can curl this sock? Can you curl your body like the sock?

RT: Tuck all your body parts in and slowly move your body so you stand up straight again

Teaching: do each of these over for a second time so the children become familiar with each body shape. Also get them to try and do the shapes at different levels facing different directions i.e. do a stretched shape at a low level facing the ground

Drum and Cymbal

BT: When I beat the drum slowly like this I want you to stretch your body

RT: stretch your body as slowly as I am beating the drum

BT: When I beat the drum faster like this I want you to bend your body

RT: still make your body movement slow when getting into your bend

ET: now I am going to go back and forth beating the drum at different speeds, I want you to still move slowly the whole time, but when you hear the slow drum beat -stretch, and the faster beat -bend

RT: listen carefully for the change in the speed of the beat

ET: now travel doing the body shape

RT: travel slowly, and try it using different ways of traveling, i.e. bend and side step, stretch and walk forward

BT: When I hit the cymbal like this and you hear a long drawn out sound I want you to twist your body

RT: slowly move your body into a twisted shape

BT: When I roll on the cymbal like this I want you to curl up your body

RT: Slowly move your body into the curled shape,

ET: Now I am going to go back and forth from hitting the cymbal once to rolling and I would like you to move slowly the whole time, but when you hear the cymbal hit –twist and the cymbal roll curl

RT: listen carefully for the change in sounds of the cymbal

ET: now travel doing the body shape

RT: travel slowly, and try it using different ways of traveling, i.e. twist on your knees, or curl and roll

Movement Development

Body Socks

OT: everyone get a body sock and find your own space

BT: stretch your body in the body

RT: push your feet and hands out as far as you can, remember how we stretched before like the gray sock

BT: bend your body in the body sock

RT: try bending your body in a different way in the sock

BT: twist your body in the body sock

RT: you could also twist the body sock around you while twisting your body

BT: Curl your body in the body sock

RT: tuck in all parts of the body sock as well as all of your body parts

BT: can you think of any other ways that we can do these body shapes without being inside the body sock?

Teaching: Do this again for more practice using the body socks and remind children that they do not have to do the body shapes on their feet, try different levels and on different body parts. Ask them questions that will require them to think of other ways they can do these body shapes using the body sock in a different way. I.e. wrap the body sock around body and stretch to either side using one foot and one hand or two hands

Music: The Ruins (Ever After sound track #13)

Teaching: slowly they will go through each of the basic functions (body shapes).

Repeating them over and over using the body sock any way they want as long as they are doing the body shapes. I will say the shapes they are to do

BT: I am going to call out a body shape and I would like you to do that shape, then I will call out another one and you will listen to the music and move into that shape, try and move to the music

RT: remember you can use the body sock any way, you don't have to be inside it.

Culmination

Teaching: There will be different coloured sock cut outs placed on the apparatus, before the children go on the apparatus go through each colour and the shape that it represents
Green – stretch, Blue – bend, Red – twist, Yellow - curl

OT: Find your own space on the apparatus

BT: Explore moving on the apparatus

RT: try an apparatus that you haven't tried yet, be sure to look out for others

BT: when you come to a coloured sock do the body shape that corresponds to that shape

RT: the green ones mean stretch, blue ones bend, red ones twist, and yellow ones curl

ET: now when you come to a coloured sock travel across the piece of apparatus in the corresponding body shape

RT: remember our different ways of traveling from the past few weeks, i.e. jumping in a stretched shape, or rolling in a curled shape

Game: Parachute

OT: everyone find your own space on the edge of the parachute and hold on

BT: stretch and make the parachute go up, then bend and make the parachute go down

RT: repeat this several times making large waves

BT: stretch the parachute out as far as you can

RT: notice how the parachute can stretch like your bodies

BT: twist in with the parachute around your waist

RT: you can twist the parachute around your body, then untwist

OT: every one go under the parachute except for the instructors

BT: make a curled shape as the parachute goes up and down on top of you

RT: try it a different way ie. Facing the parachute, be sure to tuck in all your body parts

BT: make a stretched shape under the parachute

RT: try not to let the force of the parachute make your body not stiff

BT: make a twist shape

RT: remember you don't have to be standing the whole time

BT: make a bent shape

RT: again don't stay on your feet, try it different ways

Teaching: do all of these again but the children can move this time, be sure they look out for each other, maybe use less force on the parachute when going up and down