

## CMP – Lesson Four

Date: Sat Feb 5, 2000

Age: 3 & 4

### Movement Concepts:

Fine & Firm (heavy/light), Gymnastics (on/off)

### Lesson Objectives:

The children will be able to

- Create movements that represent heavy and light (with a variety of stimuli, cut outs, drum, triangle, book, scarves)
- Use small apparatus (balloons and balls) to show light and heavy by making the apparatus move in a heavy or a light way
- Find many different ways to get on and off large apparatus

Movement Areas: Dance, Gymnastics, Games

### Introduction

#### Weather

Teaching: have cut out of a raindrop, dark cloud, light cloud and a snowflake

BT: Imagine a thunderstorm. Does the rain fall lightly or heavily when there is a storm?

Do movements that are heavy like the rain in a storm (i.e. stomping, marching, slapping, punching, flinging, pushing/pulling)

RT: make lots of noises to with your body, your movements can be fast or slow, make them strong

BT: What is the thunder like in a storm? (explosion, rumbling, loud, scary, etc.) make a movement that would represent thunder.

RT: make the movements strong and explosive, jumping, with big body shapes

BT: Imagine you were allowed to spend the day in the fluffy white clouds. Would the clouds feel light or heavy? Do movements that are light like the white clouds

RT: floating, gentle, soft movements

BT: imagine you are a snowflake on a calm day. Make your body float gently to the ground

#### Drum

OT: Find a space away from others

BT: when you hear the drum beat loudly like this, I want you to do

heavy/strong/powerful movements and when you hear the drum beat softly like this, I want you to do soft/light/gentle movements

RT: listen carefully to the drum when it changes make sure your movements change, for strong movements make a face like you are angry or frustrated, for light movements make a face like you are happy or content

Teaching: ask the children questions as to what emotions could be associated with the heavy and light movements. Try the same exercise using the triangle instead of the drum.

### Movement Development

BT: Pretend there is a big, huge, very heavy elephant in front of you. You were hired to pick up that elephant and place him somewhere else. Show me how you would pick this elephant up.

RT: remember the elephant is extremely heavy and he is very hard to carry, make your steps wide and strong

BT: Now beside that elephant there is a small, very light mouse. You were also hired to pick up the mouse and put her somewhere else. Show me how you would pick this mouse up.

RT: remember the mouse is very tiny and she is very easy to carry

OT: everyone get a balloon

BR: Is the balloon light or heavy? With your light balloon tap it to yourself using light/gentle/soft touches.

RT: use different body parts to tap the balloon, not just your hands, try your head, shoulders, knees, feet, elbows

ET: is there any way that a balloon seems powerful or strong? That's right, when it is popped. Move you body like a balloon would (floating down) and when you hear the drum, make your body explode like the balloon would if it popped.

RT: jump when you explode and make a big body shape

OT: everyone get a ball

BT: Is the ball light or heavy compared to the balloon? Make your ball move with lots of force and power.

RT: Bounce it so hard that it goes above your head, throw it against the wall really hard and fast

OT: everyone get a scarf

BT: Is the scarf light or heavy? Toss your scarf and let it fall to the ground. Copy the movement of your scarf with your body.

RT: make your bodies float gently and softly to the ground

OT: each instructor has a heavy book

BT: Are the books that are in the instructor's hands heavy or light? (let the children hold the book) Watch as I drop the book to the ground. Make your body fall to the ground like the book.

RT: be careful when you fall heavy to the ground, make loud noises with your hands as they hit the ground

### Culmination:

Gymnastics – on/off apparatus

OT: in small groups go to a particular apparatus set up

BT: find many different ways that you can get on the apparatus (i.e. stepping, jumping, rolling, sliding, etc.)

RT: try getting on the apparatus in different ways and at different spots

BT: find many ways of coming off the apparatus

RT: make sure you look before you come off, bend your knees when you land if you are jumping