

CMP – Lesson six

Date: Sat Nov. 6

Age: 5-7

Movement Concepts:

Time qualities (sudden & sustained)

Lesson Objectives:

The children will be able to

- Move and gesture in sudden and sustained ways
- Identify the quality (time) of movements that correspond to which type of music
- Listen to a story and interpret the words through moving their bodies (kite story)
- Decide on the way they will release the air from the balloon and showing this through body movements

Movement Area: Dance

Introduction

OT: find space by yourself

BT: travel to the beat of my drum

RT: take one step for each beat, listen carefully for the beat to change

Teaching: change the beat from fast to slow (to emphasize sudden and sustained movement). You could also change the rhythm (skipping) and do it faster and slower).

Do the same for gesture. Also explain sudden and sustained movements so the children can use this new vocabulary

BT: in a stationary position make gestures to the beat of the drum

RT: if the beat is faster, gesture faster, use your whole body to gesture to the beat not just your arms

Movement Development

Guess that time quality

Teaching: play different tracks on the Cirque du Soleil CD that the children can identify whether the music would be more appropriate for sudden or sustained movements. The tracks for sudden are 4, 10, 13 and the tracks for sustained are 6, 7, 2. Some of these tracks could be used for sudden or sustained movements and the children may pick up on this.

BT: what kind of movements would go with this music? (fast/slow, sharp/soft)

RT: think of other words that come to your head when you think of sudden/sustained

AP: show me movements that you could do to this music

RT: remember the words that you thought of to describe sudden/sustained and make your movements look like those words

Teaching: do the same instructions for each piece of music.

Culmination

Flying a kite

OT: find your own space on the floor. You are going to be kites and I am going to raise you off the ground and fly you high in the sky. Listen to my words and create body actions that you think go with my words.

BT: I start to run and you begin to move slowly to start. As I travel faster you pick up speed and begin to quickly rise up into the sky.

RT: rise up fast

BT: There is just enough wind to keep you soaring high

RT: float generally in one spot, the wind isn't strong enough right now to move you quickly

BT: suddenly I let a little more slack, which makes the kite jolt higher into the sky

RT: make your body move suddenly as the string gets longer, but then you are floating gently once again

BT: The wind begins to blow the kite in all different directions

RT: move quickly as if the wind were really strong

BT: The wind is stronger now and it is hard for me to keep hold of the kite's string, so I pull hard on the string

RT: move even faster, jerk back and forth, swoop from side to side, use the whole body to do the movements

BT: Oh no the rope has broken and the kite is flying free, swirling round and round, faster and faster heading for the ground

RT: move faster but don't hit the ground yet...

BT: you land in a tree, and stop moving. There is a bit of wind that brushes your edge as you inch your way off the tree branch

RT: move slowly because the wind is fairly weak right now

BT: The kite has reached the edge and is now finishing its fall to the ground with one last big gust of wind

RT: quickly fall to the ground

Balloon

Drum

BT: describe what it is like to blow up a balloon

RT: is it sudden or sustained

BT: describe what it is like to release the air from the balloon

RT: how many different ways does the balloon lose its air (pop it, let it go, pull the opening apart to make a squeaking sound-let air out slowly)

Teaching: Using actual balloons show the children the different ways the balloon can lose its air.

BT: pretend you are a balloon with no air in it. Each time I beat the drum, you will grow as if I was blowing you (the balloons) up.

RT: move slowly with the beat

BT: When I beat the drum louder, like this, the air must come out of the balloon in some way

RT: you could pop, be let go, or lose air slowly (or any other ways that they came up with)

BT: this time change the way the air leaves the balloon,

RT: if you popped the last time try being let go or losing your air slowly