

## Kinder Dance Lesson #6

### Moving and Exploring The Elements of Time and Energy

#### Lesson-at-a-Glance

#### Warm Up

Review the element of *time, fast and slow*. Warm up the body alternating movements that are fast and slow.

#### Modeling

Introduce concept of energy: *heavy and light*. Demonstrate dropping a heavy and light object and discuss the speed and force of which it falls. Discuss which animals and objects they know that move with heavy and light energy.

#### Guided Practice

Create a dance using heavy and light energies using music. Discuss the differences in the movement (how the body feels, which takes the most effort, etc.). Interpret animal and objects through heavy and light movement.

#### Debrief

Review vocabulary: energy: heavy and light. Discuss the amount of effort it took to move the body heavily and lightly. Make connections to states of being and emotions.

#### Extension

Make connections to states of being and emotions. How would you move if you felt happy or sick?

Read and dance "Astronauts in Outer Space", Movement Stories for Children Ages 3-6 by Pamela Gerke

#### Materials

CD Player and Music  
Rubric  
Box of heavy and light objects  
Pictures and Illustrations of heavy and light animals and objects

#### Assessment

Discussion, Performance, Q&A, Rubric, Student Worksheet

#### ELA Standards Addressed

*Vocabulary and Concept Development:* 1.17 Describe common objects and events in both general and specific language.  
*Reading Comprehension:* 2.4 Retell familiar stories.; Connect to life experiences the information and events in texts.

## DANCE – KINDERGARTEN MOVING AND EXPLORING

### Elements of Time and Energy Lesson 6

#### CONTENT STANDARDS

- 1.3 Understand and respond to a wide range of opposites.
- 2.1 Create movements that reflect a variety of personal experiences (e.g., happy, sad, angry, excited).

#### TOPICAL QUESTIONS

- What does the element of *energy* mean in dance and how do I demonstrate heavy and light energy with my body?
- What kinds of emotional connections can I make when moving heavy and light?

#### OBJECTIVES & STUDENT OUTCOMES

- Students will demonstrate movement varying in energy, heavy and light.
- Students will make connections between the energy of movement and emotions or feelings.

#### ASSESSMENT (Various strategies to evaluate effectiveness of instruction and student learning)

- **Feedback for Teacher**
  - Assessment Rubric Energy: Heavy and Light (included)
  - Student response to inquiry
  - Student performance
  - Student Worksheet
- **Feedback for Student**
  - Teacher response
  - Rubric criteria
  - Student Worksheet

#### WORDS TO KNOW

- **time:** An element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.
- **energy:** An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and affects emotional and spatial relationships and intentions. The most recognized qualities of movement are sustained, percussive, suspended, swinging, and collapsing. *Heavy energy* takes much effort and strength (stomping, punching, jabbing) while *light energy* gives the illusion of weightlessness or gentleness (float, glide).

#### MATERIALS

- Box of heavy and light objects: piece of paper, feather, cotton ball, large book, rock, etc.
- Assessment Rubric: Energy: heavy and light (included)
- Pictures and Illustrations of heavy and light animals (see lesson 3) and objects (included)
- Music/CD player
- CD's:
  - "Across the Bridge"
  - "Slow and Fast"

- “Mice Go Marching”
- “Fiesta”
- “Breathe”
- “Checkerboard”

## RESOURCES

- *Music and Movement in the Classroom PreK-K*, by Greg Scelsa; “Across the Bridge”
- *Rhythms on Parade* by Hap Palmer; “Slow and Fast” and “Mice Go Marching”
- *Music for Creative Dance Discs #1, 3 and 4* by Eric Chappelle; “Up & At ‘Em”, “Fiesta”, “Breathe”, “Western East” and “Checkerboard”

## WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

- Preset two rows of chairs to depict a bridge.
- Review the element of *time, fast and slow* from lesson #5.
- In follow-the-leader style lead students through the rows of chairs following the musical prompts: tiptoe, march, fly like a bird, creep.
- Do this exercise two times. The first all movement prompts will be done fast; the second time, all movements will be done slow.
- \*If time is a factor, you can mix fast and slow movements.

**Music:** “Across the Bridge”

## MODELING *(Presentation of new material, demonstration of the process, direct instruction)*

### Part 1 (10 minutes)

- Introduce concept of energy: *heavy and light*.
- Take one item out of the box and drop it to the floor.
- Ask students in what energy did the object fall (heavy or light)?
- Discuss the way the object move: a feather or piece of paper would float slowly, softly and *lightly*, sometimes swaying from side to side as it falls; a book falls rapidly, in a straight line and lands with a loud and *heavy* thud.
- Place the items back in the box and repeat.
- Drop the item again and ask students to move their body with the appropriate energy.
- Repeat with another item or two.
- Examples:
  - Feather: start at a high level and slowly and softly sway and lower yourself to the floor and *freeze* in a shape
  - Book: start at a high level and drop to the floor quickly, freeze in a shape. **Note:** make sure to teach “safe falling”. Bend knees, sit down onto hip, lie down on floor, reach high with arms and let them drop to sides quickly and heavily.
- Ask the following questions:
  - “Which did you like better, moving heavy or light? Why?”
  - “Is it harder to move heavy or light? Why?”
  - “What did you think of when you moved heavily and lightly?”
  - “How does your body feel when you move heavy or light?”
  - “When in your day do you move heavy and light?” (E.g., heavy when tired, getting ready for bed, coming in from play to do homework; light when going to the playground, going outside to play, when in a hurry to do something).

### Part 2

- To prepare students for the next task, ask them the following questions and generate a list:
  - “Can you tell me what animals or things are heavy?” (Giant, elephant, bear, large book, bag of groceries, large rock, etc.).
  - “Can you tell me what animals or things are light?” (Bird, butterfly, feather, balloon, monkey, etc.).

- Pictures/Illustrations available with this lesson

### **GUIDED PRACTICE** *(Application of knowledge, problem solving, corrective feedback)*

- Explain to the students that they will create a dance using heavy and light energies.
- Play “The Mice Go Marching”. In this song the students will practice moving lightly like a mouse and heavily like a monster.
- Discuss the differences in the movement (how the body feels, which takes the most effort, etc.).
- Refer to the list of animals and items generated from the previous activity,
- Arrange students into three small groups of 5 or 6 arrange and seat them in a triangle shape on the floor. (When each groups stands to dance all others will be able to see the demonstration).
- Select one of the groups and give them an animal or object to interpret through heavy or light movement.
- Play music and allow students time to do appropriate movement. (Striking a drum or other object strongly for heavy movement and ringing a bell, triangle or tapping on a wood block for light movement will work if there is no music accompaniment).
- Remember to call out things you see, heavy stomping, or light arms or moving at a low level with heavy feet, etc.
- Stop the music and freeze in an appropriate shape for that animal or object.
- Ask the students who were watching if they could guess what animal or object the students were creating. (You may choose to skip this step).
- Repeat for the next two groups with another animal or object.
- Repeat for each group again, only this time, do the following:
  - Change the speed of the task (move like an elephant that is in a hurry, or move slowly like a snake that just woke up from a nap, etc.
  - Ask the students who are watching (audience) to identify the energy, levels or speed of the movement.
  - Encourage students to use movement vocabulary
- Play music, explore and freeze.
- **Option:** Encourage students to use levels, shapes, do with a partner, forward, backward, sideways, etc.

**Music:** “The Mice Go Marching”, “Checkerboard” (moderate tempo), “Fiesta” (for fast tempo) and “Breathe” (for slow tempo), “Fast and Slow” or “Fast and Slow March” (both fast and slow tempos in the same song).

### **DEBRIEF AND EVALUATE** *(Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?)*

- Discuss the amount of effort it took to move the body heavily and lightly.
  - Was one more difficult than the other? Why? Answers might include moving heavily was more difficult, felt tired, sweaty, energetic and excited, etc. Answers for moving lightly might be feeling tired or sleepy, felt pretty, happy, etc.
- “What did your body do to make the movement look heavy or light?” (Did you have to tense your muscles, make fists, scrunch face, push or pull with force? Or were your moving softly, effortlessly, like a breezy day or clouds floating along.
- “If you were angry, mad, sad, depressed, sick, sleepy, etc. how would you move?”
- “If you were peaceful, happy, joyful, glad, scared, how would you move?”
- “How would your mood (feelings or emotions) effect your movement?”

#### **Option:**

- Ask students to connect how they feel to movement. (e.g., “When I move fast, I feel happy” or “When I move slow and heavy I feel tired” or “What happens to my body and my face when

I feel happy, sad, angry, excited, sick, tired?"

- Either talk in groups or write in a journal and share with class.

**EXTENSION** (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

**Options for lessons 5 and 6:**

- Divide the room and class in half.
- Have one half of the class dance only heavy and fast movement, the other dance slow and light.
- Switch it up for a variety of combinations. And ask students to comment on what they see.
- With a partner act as leader or follower in creating heavy/light/fast/slow movement.
- With a partner do the OPPOSITE speed and energy.
- Add facial and body expression to create happy, excited, sad, tired, sick, angry, movement (smiling, laughing, lifted up bodies, slouching, clutching stomach, clenching fists and teeth, head, frowning, squinting, crying.)
- Discuss what animals use heavy and light, fast and slow movements. Have students dance like these animals.

**Extension:**

- Ask students to identify how others move on the playground (I saw a girl hanging on the bar looking heavy; I saw boys running fast, etc.).
- Think about activities you do at home (chores, playing, etc.). What kind of tempo and energy you use when doing those things? Why? Are you bored, in a hurry, etc.?
- How does your body feel on your birthday, when you're sick, when you're tired, when you are angry, right after eating a big dinner, etc.



**Student Worksheet: Energy – Heavy and light**

**Write an emotion or feeling and draw a picture (and color)**

**When I move HEAVY I feel**

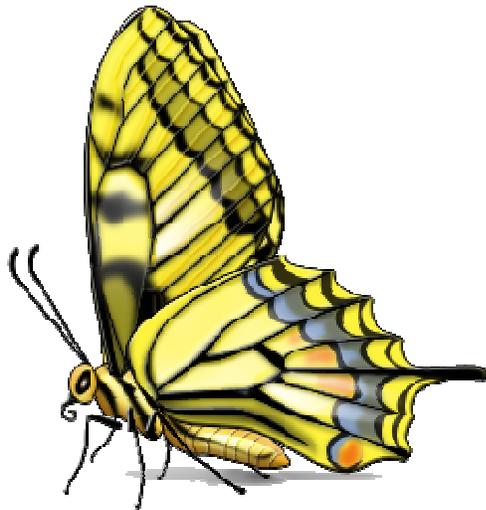
**When I move LIGHT I feel**

## Creating Energy – Heavy and Light

Feather - light



Butterfly – light



Elephant – heavy



Cement Block - heavy

