

## LEVEL

### Ages: Parent-child and 3 to 6

When the lesson plan states “Exploring the Concept 8: Loud and Soft,” locate that activity in chapter 7 for a full explanation.

Music suggestions are from *Music for Creative Dance (MCD)* Volumes 1, 2, 3, and 4 and *BrainDance Music* by Eric Chappelle.

### Length

30 to 60 minutes

### Warming Up

**Quick Warm-Up (optional for a 30-minute lesson):** Dancers move on low, middle, or high levels while manipulating small scarves. *Suggested music:* MCD Vol. 2, #3.

**BrainDance:** Seated or standing with rhymes emphasizing level vocabulary. *Suggested music:* *BrainDance Music*, #17-26, spoken rhymes, and simple songs or cues.

**Introducing the Concept:** Level—high, middle, low. Dancers read and say the words as they physically demonstrate the concept.

### Exploring the Concept

Choose one of these activities for a 30-minute lesson; choose two or three for a 60-minute lesson.

#### *Exploring the Concept 8: Loud and Soft (Variation)*

Dancers move on various levels as they follow the pitch of the music (high, middle, low). On the sustained notes, they hold a shape. *Suggested music:* MCD Vol. 1, #11.

#### *Shaping 7: Over/Under*

Pairs: One dancer makes a low shape. The other makes a high shape near or over the low dancer. The low dancer rises to form a high shape, and the high dancer melts to form a low shape. Use imagery such as ice or popsicles melting and freezing, mountains eroding and forming, water falling and evaporating. After each dancer has formed two high and two low shapes, direct them to dance away from each other and find new partners or return to their original partner. *Suggested music:* MCD Vol. 1, #15.

#### *Instruments 2: Highland/Lowland*

“When the music is soft, dance and play your instrument on a low level on one side of the room. When the music is loud, dance and play on a high level on the other side of the room.” Cue changes in direction, speed, locomotor movements, and so on. *Suggested music:* MCD Vol. 4, #4.

#### *Reflection*

“Make a shape at the level on which you had the most fun dancing.”

### Relaxation and Alignment

May be included in a 60-minute lesson. Refer to Cooling Down in chapter 4. *Suggested music:* MCD Vol. 3, #7.

### Developing Skills

For a 30-minute lesson, choose one of these activities.

#### *Developing Skills 1 and 2:*

##### *Low/High Movements*

Practice locomotor and nonlocomotor movements at a low level on the soft music (crawl, roll, bend). Practice high-level locomotor and nonlocomotor movements on the loud music (stretch, pop, float). *Suggested music:* MCD Vol. 1, #14.

##### *Leaping 1: Cartons*

Create an obstacle course of cartons (or cones) and spots. Dancers leap over cones and make low-level shapes on spots. *Suggested music:* MCD Vol. 4, #5.

### Creating

#### *Choreographing 8: Props*

Dancers move with a scarf or plastic tablecloth square on a high level while flying, leaping, tossing the scarf, and so on. When the music changes, they dance at a low level while rolling, crawling, and slithering or put the scarf on a low level while kicking it or balancing on it. Cue changes in speed, place, pathway, direction, or other concepts as needed. *Suggested music:* MCD Vol. 3, #20.

### Cooling Down

**Mirroring or Relaxation:** Dancers mirror your rising and sinking movements or lie down at a low level and breathe slowly to quiet music. *Suggested music:* MCD Vol. 4, #17.