

WEIGHT

Ages: Parent-child and 3 to 6

When the lesson plan states, “Exploring the Concept 8: Front to Front,” locate that activity in chapter 15 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): Manipulating small scarves, dancers respond to music with strong and light movements. *Suggested music:* MCD Vol. 1, #14.

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

Introducing the Concept: *Weight—strong, light.* Dancers read and say the words as they physically demonstrate the concept of *weight*.

Exploring the Concept

Choose one of these activities for a 30-minute lesson.

Exploring the Concept 8: Front to Front

When you say, “Find a friend and form a bridge,” dancers press their palms together with a partner to form a strong bridge, pressing the hands with equal weight. When you say, “Dance all around lightly,” dancers pull apart and dance through space with light movements. Cue changes in level, size, energy, and speed. You could also cue dancers to make light fingertip bridges and dance away strongly. *Suggested music:* MCD Vol. 2, #5 or Vol. 4, #6 or Vol. 1, #15.

Shaping 10: Full-Body Resistance Bands

Dancers pop into loose, light shapes and dance with light movements and loose bands. When the music changes, they make strong, stretched shapes with the bands and dance strongly through space. *Suggested music:* MCD Vol. 2, #15.

Instruments 1: Loud and Soft

Dancers play loudly and move strongly on the loud music. They play softly and move lightly on the quiet music.

Encourage changes in level, size, direction, and energy as well as a variety of locomotor movements. *Suggested music:* MCD Vol. 1, #14.

Reflection

“Make a strong, muscular shape if you liked dancing strongly today. Make a light, floating shape if you liked dancing lightly.”

Relaxation and Alignment

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

Developing Skills

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

Combining Movements 1: Word Cards

“Choose 6 word cards, and arrange them to create a simple combination of movements that go from strong to light. Practice the combination, then do it again—this time light to strong.” For example: *push, jump, run, fly, float, and balance in a shape*; then *balance in another shape, float, fly, run, jump, and push*.

You could have dancers add a simple story to the movements. For example: *Push open a secret door, jump three times to the next door, push it open, run through it and up a big hill, grab onto a large eagle and fly over the earth, let go and float gently down, landing on a large rock on which you balance. The wind lifts you up into the sky, fly with the eagle, land on a hill and run down, push through the door, jump, push, and melt to sleep.*

Turning 3: Copycat

Dancers explore turning strongly while pressing, punching, slashing, or jumping. They explore turning lightly while flicking, dabbing, floating, or tiptoeing. Between strong and light turns, dancers recuperate by standing still and breathing. Divide the class in half, and let dancers demonstrate their favorite turn. *Suggested music:* MCD Vol. 2, #4.

Creating

Exploring the Concept 1: Muscles and Bones

Dancers move through the space using strong muscles to push, lunge, leap, kick, jump, and slash. As the music transitions to fast music, the dancers transition into skeletons that flick, float, dab, swirl, glide, roll, jiggle, and so on. When the music slows down again, dancers

(continued)

Weight: Parent-child and 3 to 6 (continued)

return to muscle movements. The dance repeats until the music ends. *Suggested music: MCD Vol. 4, #1.*

Cooling Down

Good-Bye Dance: Dancers choose a strong movement and a light movement from the previ-

ous dance and dance across the floor demonstrating their movements, or they breathe slowly in and out as they rest.

From Anne Green Gilbert, 2015, *Creative dance for all ages: A conceptual approach*, 2nd ed. (Human Kinetics and SHAPE America).