

PLACE

Ages: 7 to adult

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. This class may be extended to 75 to 90 minutes by adding sections of dance technique.

Warming Up

BrainDance: Dancers begin standing and alternate places for each movement pattern: *Breath* in self-space, *tactile* through general space, *core–distal* in self-space, *head–tail* in general space, and so on. *Suggested music:* *BrainDance Music*, #7.

Introducing the Concept: *Place—self-space, general space.* Dancers read and say the words as they physically demonstrate the concept.

Exploring the Concept

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

Exploring the Concept 12: Back to Back (ABABAB)

A—Dancers form shapes or connect body parts in self-space with a partner (cued by you).

B—Dancers move alone through general space. Suggest changes in level, direction, speed, and so on.

Suggested music: MCD Vol. 1, #1.

Shaping 4: Copy Shapes

“Make a shape, hold for 4 counts, shake out the shape, move through general space to a new place, and recreate the first shape.” Repeat this sequence many times, having dancers form new shapes and perform different locomotor movements. You may cue locomotor movements. *Suggested music:* MCD Vol. 2, #3.

Reflection

“Find a partner. Discuss what you found challenging about this activity and why.”

Developing Skills

For a 60-minute lesson, do both these activities or choose one and replace the other with dance technique such as pliés, tendus, or swings.

Combining Movements 1: Sentences

The class chooses two locomotor movements and two nonlocomotor movements to create a movement phrase such as *gallop, twist, roll, stretch*. Dancers perform the phrase several times adding arm movements, changing speed, or performing toward and away from a partner. *Suggested music:* MCD Vol. 1, #10 for 4/4 meter; #7 for 6/8 meter; #2 for 3/4 meter.

Leaping 5: Without Objects

Dancers practice a simple pattern of leaps, jumps, and turns. *Suggested music:* MCD Vol. 3, #6.

Creating

Choreographing 2: Cinquain (Variation as a Structured Improvisation)

Write the following cinquain on paper chart or a whiteboard. Insert the phrase the class created from Combining Movements, or choose three new action words. Read the cinquain slowly and dramatically as the dancers illustrate the words through movement.

Place

Self-space, general space

Gallop, twist, roll, stretch (*the movement phrase*) or leap, wiggle, melt (*three new action words*)

Dancers move and are still, move and are still

Space (*all dancers form a group shape center stage*)

Cooling Down

Sharing and Evaluating Choreography:

For a 30-minute class, half the class performs the cinquain for the other half. Then, they reverse roles. After the sharing, observers form a shape or movement they remember seeing. For a 60- to 90-minute class, allow pairs of dancers to choose their own verbs for the third line. Three or four pairs share the cinquains at the same time. Observers can guess the verbs if time allows.

Closure Circle: Dancers form a circle and briefly review the *place* concept vocabulary verbally and physically.