

## FOCUS

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

When the lesson plan states, “Exploring the Concept 2: Magic Spot,” locate that activity in chapter 11 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 look at their own scarves with single focus and the scarves of others with multi-focus. *Suggested music:* MCD Vol. 3, #2.

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

**Introducing the Concept:** *Focus—single focus (direct), multi-focus (scattered).* 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.

#### *Exploring the Concept 2: Magic Spot*

Dancers focus on imaginary spots. Spots are tossed to different locations in the room and on various objects directed by you. Dancers move to the spots with various movements that you cue. Spots can be turned into confetti and tossed about to explore multi-focus. *Suggested music:* MCD Vol. 1, #15.

#### *Exploring the Concept 1: Hocus Pocus*

Dancers form shapes and focus on body parts as directed by you: “Hocus pocus, put your elbow down low and focus! Hocus pocus, put your leg behind you and focus! Hocus pocus, stretch your hands up high and focus! Hocus pocus, close your eyes, and use internal focus! Open your eyes, and dance around the room using multi-focus.” Repeat the activity with different body parts. *Suggested music:* MCD Vol. 2, #5.

#### *Instruments 1: Follow the Leader*

Partners shadow each other through general space as they move and play their instruments. Leadership changes after each music pause. *Suggested music:* MCD Vol. 3, #9.

### Reflection

“Close your eyes, and make a shape you have not made today. Hold your shape, open your eyes, and look at all the creative shapes.”

### Relaxation and Alignment

May be included in a 60-minute lesson. Refer to Cooling Down (chapter 4). *Suggested music:* MCD Vol. 4, #17.

### Developing Skills

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

#### *Developing Skills 5: Partners*

Have dancers practice skills (e.g., gallop, slide, crawl, tip) toward and away from a partner. Encourage dancers to always focus on their partner. For recuperation, cue the dancers to freely dance around the room using multi-focus. *Suggested music:* MCD Vol. 3, #4.

#### *Combining Movements 3: Cinquain*

Write the following cinquain on chart paper or a whiteboard. The class chooses two special action words. Read the cinquain slowly and dramatically as the dancers illustrate each word through movement.

Focus

Single, multi

Search, \_\_\_\_\_, \_\_\_\_\_

Dancers create shapes with eyes shut

Boo!

### Creating

#### *Choreographing 4: Props (ABABABAB Improvisation)*

A—Dancers move in self-space and general space, focusing on their props. Encourage dancers to change level, size, and energy and to manipulate the prop with different body parts.

B—Dancers place the prop on the floor (or desk in a classroom) and move through general space around the props. *Suggested music:* MCD Vol. 1, #1.

### Cooling Down

Refer to Cooling Down (see chapter 4) for more information.

**Visualizing:** Dancers lie down (or sit), close the eyes, and visualize their favorite places.