

RELATIONSHIPS

Ages: Parent-child and 3 to 6

When the lesson plan states, “Exploring the Concept 22: Scarves,” locate that activity in chapter 19 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): While manipulating small scarves, dancers are directed to explore moving the scarves over, under, around, in front of, and behind body parts. *Suggested music:* MCD Vol. 3, #20.

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

Introducing the Concept: *Relationships—over, under, around, through, beside, between, in, out, on, off, above, below, near, far, together, apart, in front, behind.* Dancers read and say the words as they physically demonstrate the concept of *relationships*.

Exploring the Concept

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

Exploring the Concept 26: Scarves

Dancers move in self-space relating to their scarves, as directed by you, then dance their own way through general space. Dancers alternate directed self-space movement with improvised general-space movement. Direct dancers to dance over the scarf, on the scarf, under the scarf, connected to another dancer's scarf, and so on. Other props may be used. Small hoops or foam sticks also work for relationships. *Suggested music:* MCD Vol. 1, #1.

Shaping 4: Statues

Dancers form large groups of statues, and they relate to each other by freezing in shapes that illustrate under/over, around/through, and beside/between.

Allow dancers to dance around the space briefly between each time they freeze and form the various statues. *Suggested music:* MCD Vol. 1, #5.

Instruments 1: Half an Instrument

Dancers dance around the room holding one rhythm stick. On your signal or when the music pauses, they find a friend (or caregiver) and gently tap their sticks together. Repeat the activity until the music ends. *Suggested music:* MCD Vol. 3, #2.

Reflection

“Make one of your favorite relationship shapes. As I point to you, tell me the name of your shape (*under, over, between, etc.*).”

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.

Developing Skills 1: Locomotor

Dancers practice skills (e.g., gallop, slide, jump, tip) while holding hands with a partner side by side, in front and behind, around in a circle, and so on. *Suggested music:* MCD Vol. 4, #9.

Combining Movements 1: Folk Dances

Create a simple circle dance for your students that moves right and left and together and apart. Add some jumps on and off the floor and a spin around. Instructions for circle dances are in *Brain-Compatible Dance Education* (Gilbert, 2006). If you are familiar with a simple folk dance such as Looby Loo, Bingo, or Mayim, practice that one. *Suggested music:* MCD Vol. 2, #19.

Creating

Exploring the Concept 25: Obstacle Course

Use a variety of objects to set up an obstacle course. Encourage dancers to move under, over, around, between, on, and off the objects. *Suggested music:* MCD Vol. 3, #6.

Cooling Down

Reflection: Each dancer makes a shape relating to his or her favorite part of the obstacle course.