

SIZE

Ages: Parent-child and 3 to 6

When the lesson plan states “Exploring the Concept 7: Finger/Body/Finger,” locate that activity in chapter 8 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 with little and big movements while manipulating small scarves. *Suggested music:* MCD Vol. 3, #4.

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

Introducing the Concept: *Size—big (far reach), medium (mid-reach), little (near reach).* 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 7: Finger/Body/Finger

Dancers dance with one body part, adding more until the whole body is dancing with far reach, then subtract parts until only one part is moving. Cue specific body parts, or call out a number of body parts. Cue changes in speed, level, and energy. *Suggested music:* MCD Vol. 2, #12.

Shaping 6: Balloon Shapes

Use the image of blowing up balloons to cue the dancers to grow slowly or quickly into various big shapes. Then they slowly or quickly shrink into little shapes as the air gets let out. Cue the dancers to grow and shrink in self-space and through general space. *Suggested music:* Use your voice or MCD Vol. 4, #1, following tempo changes in music.

Instruments 2: Far and Near

Dancers play and dance with their instruments. When the music pauses, they put the instruments on the floor

and then dance far away from their own instrument, moving around the other instruments. On the following music pause they return to their instrument (or pick up one near them). *Suggested music:* MCD Vol. 2, #21.

Reflection

“Show me one of your favorite big shapes. Show me a favorite little shape.”

Relaxation and Alignment

May be included in a 60-minute lesson. Refer to Cooling Down ideas in chapter 4. *Suggested music:* MCD Vol. 2, #10.

Developing Skills

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

Combining Movements 9: Activity Songs

Create a simple rhyming song for your students. For example,

Walking big steps, walking big steps.
Hop, hop, hop, (*pause*) hop, hop, hop.

Tiptoe small steps, tiptoe small steps.
Stop, stop, stop, (*pause*) stop, stop, stop.

Repeat this song several times as dancers illustrate the words with movement. Try changing speed and directions or adding more verses.

Leaping 5: Near and Far

Create an obstacle course with cones (or milk cartons), spots, or hoops. Dancers leap over small and medium-sized cones and objects spaced near and far from each other. They form small or big shapes on spots or inside hoops. *Suggested music:* MCD Vol. 1, #6.

Creating

Exploring the Concept 5: Giants and Elves

Dancers move with small movements (elves) on the soft music and big movements (giants) on the loud music. Cue various locomotor and nonlocomotor movements as well as changes in speed, energy, and levels. *Suggested music:* MCD Vol. 1, #14.

Cooling Down

Mirroring or Relaxation: Dancers mirror your growing and shrinking movements or lie down on a low level and breathe slowly to quiet music. *Suggested music:* MCD Vol. 3, #7.