

PLACE

Ages: Parent-child and 3 to 6

When the lesson plan states “Exploring the Concept 10: Follow the Leader,” locate that activity in chapter 6 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): Dance in self-space and general space with small scarves. *Suggested music:* MCD Vol. 3, #2.

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

Introducing the Concept: Place—self-space, general space. 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 10: Follow the Leader
Dancers follow the teacher’s movements in self-space, then dance their own way through general space. *Suggested music:* MCD Vol. 1, #16.

Shaping 2: Body Halves

Dancers freeze lower-body halves while dancing with upper-body halves in self-space then freeze upper halves while dancing with lower halves through general space. *Suggested music:* MCD Vol. 2, #3.

Instruments 1: General Space/Self-Space

Dancers play instruments through general space. Cue changes in direction, level, speed, locomotor movements, and so on. Then each dancer places his/her instrument on the floor in self-space and dances around

and over the instrument. *Suggested music:* MCD Vol. 4, #4.

Reflection

“Move your arms if you liked moving in self-space the most. March your legs up and down if you liked moving in general space the most.”

Relaxation and Alignment

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

Developing Skills

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

Developing Skills 2: 8 Counts

Cue locomotor and nonlocomotor movements every 8 counts (16 counts with 3- to 4-year-olds). Creating a rhythm with the words helps young dancers. Try this one: *We walk and walk and walk and stop. We twist and twist and twist and freeze. We gallop and gallop and gallop and stop. We poke and poke and poke and freeze.*

Leaping 4: Group Shapes

Create an obstacle course with cones (or milk cartons) and spots. Dancers leap over cones and make shapes on spots. *Suggested music:* MCD Vol. 2, #11.

Creating

Choreographing 4: Props (Variation as a Structured Improvisation)

Dancers move with a scarf or plastic square through general space, then dance carefully on the scarf or plastic in self-space. Dancers alternate between general and self-space after each musical pause. Cue changes in speed, level, pathway, direction, and so on as needed. *Suggested music:* MCD Vol. 2, #21.

Cooling Down

Good-Bye Dance: Dancers dance their own steps across the floor. Dancers freeze on the *shhh* sound in the music or on teacher’s signal. *Suggested music:* MCD Vol. 2, #9.