

# ENERGY

## Ages: Parent-child and 3 to 6

When the lesson plan states, “Exploring the Concept 11: Smoothland and Sharpland,” locate that activity in chapter 14 for a full explanation.

Music suggestions are from *Music for Creative Dance (MCD)* Volumes 1, 2, 3, and 4 and *Brain-Dance Music* by Eric Chappelle.

## Length

30 to 60 minutes

## Warming Up

**Quick Warm-Up (optional for a 30-minute lesson):** Manipulating small scarves, dancers respond to music with smooth, sharp, swingy, and shaky movements. *Suggested music:* MCD Vol. 4, #16.

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

**Introducing the Concept:** *Energy—smooth (sustained), sharp (sudden); optional vocabulary: swingy, shaky.* Dancers read and say the words as they physically demonstrate the concept of energy.

## Exploring the Concept

Choose one of these activities for a 30-minute lesson.

### *Exploring the Concept 11: Smoothland and Sharpland*

Dancers manipulate pieces of plastic tablecloth material as they move back and forth from Smoothland to Sharpland. In Smoothland they float, glide, fly, roll, turn, swing, grow, and stretch, and they stand on the plastic and “ice skate.” In Sharpland they jump, leap, punch, slash, flick, dab, poke, shake, and toss and kick the plastic. *Suggested music:* MCD Vol. 1, #1.

### *Shaping 1: 3 Shapes*

On your cues, the dancers form shapes with smooth, slow movements, then pop into three shapes with sharp movements. “Smoooooth... pop! pop! pop!” You might direct the shape like this: “Twisted smoooooth... burst! burst! burst!” Or you might reverse the order, like this: “Sharp! Sharp! Sharp! Smooooooth.”

### *Instruments 3: Sections (Variation)*

Instruments are divided into three areas of the room: rhythm sticks in one area, shakers in a second area, and bells in the third. Dancers fly and float smoothly on the *whoosh* sound. When the 4/4 music section starts, they dance to the sticks, pick up a pair, and move and play sharply. When the sound returns, they put down the sticks and fly to the shakers. When the 4/4 section returns, they play and move with shaky movements. Repeat with bells, moving with swingy movements. *Suggested music:* MCD Vol. 1, #6, or use your voice and a drum or other rhythm instruments.

### *Reflection*

“Make a sharp, angular shape if you liked dancing sharply the most today. Make a smooth, round shape if you liked dancing smoothly the most.”

## 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 1: Locomotor, 2: Nonlocomotor*

Create rhyming chants to accompany dancers’ skill practice. Repeat each rhyme several times.

Flying smoothly, smoothly, smoothly; now dance sharply, punch, punch, punch!

Turning smoothly, smoothly, smoothly; now dance sharply, scrunch, scrunch, scrunch!

Running smoothly, smoothly, smoothly; now dance sharply, munch, munch, munch!

Chassé smoothly, smoothly, smoothly; now dance sharply, scrunch in a bunch!

### *Leaping 2: Streamers*

Create a leaping course with cones or cartons, hoops, spots, or anything else. Dancers hold streamers (or small scarves) in each hand. They float arms and streamers smoothly over some objects, and they shake the arms and streamers as they leap sharply over other objects. *Suggested music:* MCD Vol. 3, #19.

(continued)

## Creating

### *Choreographing 3: Cinquain*

Read the cinquain slowly and dramatically as the dancers illustrate the words through movement.

Wind

Soft, brisk

Rattling, blowing, pounding

Gentle breezes turn into

Storms

## Cooling Down

**Sharing and Evaluating:** For a 60-minute class with ages 5 and 6, ask each dancer to describe with a word or movement a favorite part of the cinquain. With other classes, ask dancers to breathe smoothly in and out several times.