

RELATIONSHIPS

Ages: 7 to adult

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

Length

30-60 minutes. You may extend this class to 75 to 90 minutes by adding sections of dance technique.

Warming Up

BrainDance With Chairs: Dancers perform the patterns while sitting on chairs. Encourage movements that relate to the chairs in various ways. *Suggested music:* *BrainDance Music*, #2 or 4.

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 17: Magic Hand (Variation)

Dancers work in pairs with a leader 1 and leader 2. Pairs place palms about 12 inches (30 cm) apart. Leader 1 moves his or her palms, and leader 2 tries to follow the movements, still keeping the palms 12 inches (30 cm) apart. When the music changes, they press their palms together and leader 2 closes his or her eyes as leader 1 moves the pair slowly through space. Dancers switch roles, then repeat the exploration. *Suggested music:* *MCD* Vol. 3, #4.

Shaping 12: Line of Shapes

One at a time, dancers form a line of shapes (like a chain or fence) across the space. You call out a pair of relationships, such as over/under or around/through. The dancers must connect to each other in the line while demonstrating those relationships. The line keeps reforming as the first dancer connects to the last dancer when all have had a turn. *Suggested music:* *MCD* Vol. 1, #3.

Reflection

“With a partner, discuss some important relationships in your life.”

Developing Skills

For a 30-minute lesson, choose one of these activities. For a 60- to 90-minute lesson, do both these activities or choose one and replace the other with dance technique such as pliés, tendus, swings, and jumps.

Developing Skills 8: Meeting and Parting

Direct dancers to practice various locomotor and non-locomotor skills such as moving toward and away, passing between, and dancing around a partner or group. *Suggested music:* *MCD* Vol. 4, #14.

Combining Movements 7: Canon

Dancers perform a familiar combination of movements in canon. Groups of three or four dancers begin the combination 4 to 8 counts after the previous group. They may also practice skills across the floor in canon. Try having dancers practice skills or combinations with groups entering and exiting the space from a circle formation. *Suggested music:* *MCD* Vol. 1, #10.

Creating

Choreographing 2: Suite

For a 30-minute lesson, dancers improvise three short sections demonstrating three relationship words (chosen by each dancer or directed by you). For a 60- to 90-minute lesson, dancers work in groups of three to five to choreograph a three-section dance suite inspired by three relationship words (e.g., *between, over, in front*) or three relationships (e.g., body part to body part, dancer to dancer, and dancer to prop).

Suggested music: *MCD* Vol. 3, #16 or dancers could use body or vocal sounds as accompaniment.

Cooling Down

Sharing and Evaluating Choreography: For a 30-minute lesson, class is divided into two halves. Half of the class shares their improvised suites while the other half observes, and then roles are reversed. Observers identify the relationship words associated with the suites they observed. For a 60- to 90-minute lesson, each small group has a turn to share their suite (or two groups at a time could share when time is short), and observers identify the relationships and discuss other concepts observed.

Closure Circle: Dancers form a circle and briefly review the *relationship* concept words verbally and physically.