

## BODY SHAPES

### Ages: Parent-child and 3 to 6

When the lesson plan states, “Exploring the Concept 9: Back to Back,” locate that activity in chapter 18 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):** Manipulating small scarves, dancers freeze in shapes directed by you on the *shush* sound. They dance freely through space on the metered music. *Suggested music:* MCD Vol. 2, #9.

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

**Introducing the Concept:** *Body shapes—straight, curved, angular, twisted, symmetrical, asymmetrical.* Dancers read and say the words as they physically demonstrate the concept of *body shapes*.

### Exploring the Concept

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

#### *Exploring the Concept 9: Back to Back*

Dancers connect back to back with a partner. You name three shapes that the dancers illustrate with whole body shapes. The dancers may be directed to stay connected or not. On a signal, the dancers dance away from each other with curved, straight, angular, or twisted movements. The dancers find a new partner back to back, and the dance repeats until the music ends. On the free dance section, cue changes in level, size, pathway, and speed. *Suggested music:* MCD Vol. 3, #2.

#### *Shaping 10 (chapter 17): Under the Blanket*

One dancer at a time forms a shape under a large piece of fabric (such as a blanket, sheet, or tablecloth). The observers try to guess and copy the shape before you

pull off the sheet, or you can pull off the sheet first and the other dancers copy the special shape that was made under the sheet. You and dancers name the special shape. For example, “Oscar made a small, curvy shape.” “What shape did Lulu make? I see you are all making a big, twisted shape like Lulu.” *Suggested music:* No music necessary.

#### *Instruments 1: Pause*

Dancers play rhythm instruments in self-space or general space, seated or standing. When the music pauses or changes, they put the instrument on the floor and make shapes over or beside the instruments. Direct dancers to make shapes on different levels—one low, one at a middle level, and one at a high level (or the reverse). The dance continues until the music ends. *Suggested music:* MCD Vol. 1, #6. This piece contains pulses of drumbeats alternating with 32 counts of melody. The drum sections start with 4 counts, adding 2 counts to each section until there are 16 counts total of drum pulses.

#### *Reflection*

“Form the shape that you enjoyed making the most today.”

### Relaxation and Alignment

May be included in a 60-minute lesson. Refer to Cooling Down (chapter 4). *Suggested music:* MCD Vol. 2, #11.

### Developing Skills

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

#### *Combining Movements 7: Shape Story*

Tell a story about a shape that has many adventures as it turns into other shapes. The story also includes basic locomotor and nonlocomotor skills. *Suggested music:* MCD Vol. 3, #13 or no music.

#### *Leaping 5: Partners*

Partners leap down opposite sides of the room from each other while making special arm shapes as they leap. They meet each other at the end of the room, form a connected shape, and slide down the middle of the room together to begin again, changing sides so that they use the other leg to lead when sliding. *Suggested music:* MCD Vol. 2, #8.

(continued)

## Creating

### *Exploring the Concept 12: Negative Space*

With young dancers, you can call this activity Puzzle Shapes. Pairs work together. One dancer makes a shape and the other dancer fits into the empty spaces like a puzzle piece. The first dancer dances away while the second dancer forms a new shape. The dance con-

tinues until the music ends. Give cues as needed, such as “Make curved shapes and straight shapes. Can you make shapes high and low, big and small?” *Suggested music: MCD Vol. 4, #10.*

## Cooling Down

**Mirroring:** You make shapes that slowly melt to the ground, and dancers copy the shapes.