

# SPEED

## Ages: Parent-child and 3 to 6

When the lesson plan states, “Exploring the Concept 8: Slowland and Fastland,” locate that activity in chapter 12 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 move to the speed (tempo) of the music. *Suggested music:* MCD Vol. 1, #9.

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

**Introducing the Concept:** *Speed—fast, medium, slow.* 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 8: Slowland and Fastland*

Dancers dance with slow movements in one half of the room and with fast movements in the other half. Cue changes in level, direction, pathway, and size. Add imagery, if desired, such as caterpillars and butterflies. *Suggested music:* MCD Vol. 4, #1. During the medium-speed music sections, dancers may transition to the opposite side of the room.

#### *Shaping 1: Stretch/Pop*

Dancers form shapes slowly and quickly on your commands: “Stretch, yawn, push into shapes; pop, slash, fall into shapes.” Dancers recuperate from making shapes by dancing freely through general space. *Suggested music:* your voice.

#### *Instruments 1: Tempo*

Dancers follow the tempo of the music as they dance and play rhythm instruments. *Suggested music:* MCD Vol. 3, #9.

#### *Reflection*

“Move one arm if you liked moving fast. Move one leg if you liked moving slowly.”

### Relaxation and Alignment

May be included in a 60-minute lesson. Refer to Cooling Down (chapter 4). *Suggested music:* MCD Vol. 1, #8.

### Developing Skills

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

#### *Combining Movements 2: Slow/Fast*

Create rhythmic chants that change speed, like this: *walk, walk, walk, walk* (medium); *drip, drip* (slow); *tiptoe, tiptoe, tiptoe, tiptoe* (fast); *tip, tip* (slow); *running, running, running, running* (fast), *stretch, stretch* (slow), *jumping, jumping, jumping, jumping* (fast), *now you catch* (medium).

#### *Leaping 5: Cones*

Create an obstacle course with cones, or use cartons, spots, hoops, benches, mats—whatever is available. Designate where the dancers move slowly and where they move quickly. *Suggested music:* MCD Vol. 1, #6.

### Creating

#### *Exploring the Concept 6: Mirroring*

Dancers mirror your slow-motion movements during the slow music, then dance freely through general space during the faster music. Halfway through the music, direct dancers to copy your fast movements and dance freely during the slower music. Props may be added to this dance. *Variation:* Pairs mirror each other on the slow music, then shadow each other on the faster music and vice versa.

### Cooling Down

**Good-Bye Dance:** Dancers move across the room, varying the speed of their movements.