

## Lesson Plan on Place

**Target Audience:** 4 & 5 year olds

**Space:** studio

**Length of time:** 45 minutes

**Materials:** see music

Pre-Class Activity: As children filter in they will be invited to explore the new space by dancing with scarves and yoga dots. On our first day, we put name tags on each child and take a picture. Instant name learning strategy! Music: *Shenanigans*

<u>Getting To Know You</u>	<u>Duration</u>	<u>Music</u>
<b>Welcome Song</b>	<b>2 minutes</b>	<b>live</b>

To the tune "Twinkle Twinkle Little Star"

*Welcome, Welcome everyone  
Let's reach up and touch the sun  
Now let's make the rain fall down  
Gently, gently to the ground  
Close yourself into a ball  
1,2,3 Let's jump up tall!*

<u>Warming Up (Imitation)</u>	<u>Duration</u>	<u>Music</u>
<b>Warm up</b>	<b>10 minutes</b>	<b>live or Brain Bop #1 &amp; #2</b>

Nursery Rhymes Sequence. (see either Anne Green Gilbert's books or use Kate Kuper's Brain Bop Early Childhood Sequence).

<u>Intro to Concept</u>	<u>Duration</u>
<b>Place</b>	<b>5 minutes</b>

At the board: See, hear, say and do concepts of empty, self and general space.

What is an empty space? Use yoga dots to teach us about empty space

When we move through the room we are in general space, and we look for empty space for freedom and safety.

Invisible person space is empty space. Filled space versus empty space. What is the space filled with? Other people!

Transition: Lay out as many yoga dots as students.

<u>Explore (Exploration)</u>	<u>Duration</u>	<u>Music</u>	<u>Props</u>
<b>Musical Yoga Dots</b>	<b>5 minutes</b>	<b>C &amp; C Vol 1, Potpourri</b>	<b>dots</b>

Objectives: Understanding general and self space. Sharing the space with another person.

Begin with scattered dots. End with a double stack of dots = half as many as when we started. Double beat = dance to a dot and freeze. Each time, stack one dot until people have to join with a partner on a dot.

During traveling, play with different tempi and types of locomotion. During time on the dot, make your body shape the right size to share the space with someone else. Hold up fingers to show how many people are sharing your dot!

Transition: make a 'pancake pile' with the dots, line up and sit ready position.

*Reflection (Labeling) – Show or tell one way you moved through the general space.  
When you on were on the yoga dots, did you self or general space? Why?*

<u>Developing Skills</u>	<u>Duration</u>	<u>Music</u>	<u>Props</u>
<b>Beginning, Middle &amp; End Dance</b>	<b>5 minutes</b>	<b>C &amp; C Vol II # 11</b>	<b>cones, 2 dots</b>

Beginning – Jump to the yoga dot/ Jump on the yoga dot

Middle: Gallop around the cones

End: Make a shape on the last yoga dot

Slide to the end of the line (holding slide helper's hands)

College Buddy Jobs: gate keeper, first dot person, last dot person, slide helper, line monitor, cone supervisor (opposite side of room)

<u>Resting</u>	<u>Duration</u>	<u>Music</u>
<b>Constructive Resting</b>	<b>3 minutes</b>	<b>Brain Bop Tracks #13 &amp; #14</b>

<u>Creating (Creating &amp; Improvising)</u>	<u>Duration</u>	<u>Music</u>
<b>Folk Dance</b>	<b>10 minutes</b>	<b>Seven Jumps (Shenanigans Dance Music for Children)</b>

**Do once in a big circle. Optional: repeat in two small circles.**

<u>Activity</u>	<u>Duration</u>
<b>Closure</b>	<b>5 minutes</b>

Review what we did, what we liked, what we remembered. What did we learn?

Dance to the door based on favorite use of space: self or general or favorite activity.