

## Lesson #5: Speed

**Target Audience: Ages 4 & 5**

**Space:** studio

**Length of time: 45 minutes**

**Materials:** see music

Pre-class props and music: yoga dots, noodles with scarves, *Music for Dancers* (by Kerri Lynn Nichols)

<u>Warming Up</u>	<u>Duration</u>	<u>Music</u>
<b>Warm up</b>	<b>10 minutes</b>	<b>live *1</b>

Sequence

1. **Breath:** two big breaths above all / then the “Bubble Gum” song (three times) (indicate “slowly” when we go backward, “quickly” after the “plop”)

2. **Tactile:** the “Flea” Song (twice, by using different speeds and different tactile, one up and another down each time)

3. **Core/Distal:** the “Twinkle Twinkle” song (twice: first slowly, then quickly)

4. **Head/Tail:** Smile Back/Frown Back/Tock Back on hands and knees

5. **Upper/Lower:** the “Shaking Song” song (twice: first the arms, then the legs) –with ideas from the children for a fast speed.

6. **Body Side:** The “Open and Shut them” rhyme (one slow, one fast)

7. **Cross Lateral:** The “Mr. and Mrs. Arm & Leg” rhyme

8. **Vestibular:** The Washing Machine song (slow for the washing machine, fast for the drying machine)

<u>Intro to Concept</u>	<u>Duration</u>
<b>At the Board</b>	<b>5 minutes</b>

Lesson: Start with the concept on the board – *Speed*. With *fast* written in green and *slow* written in red. Have students sound out the first letter of *Speed*. With fast, have students say the word “fast” quickly while moving their arms quickly. With slow, have students say the word “slow” slowly while moving their arms slowly.

Transition: Students will find a perfect spot.

Take students through several forms of locomotion; such as walk tip toe, crawl, roll, jump and leap. For each do slowly – stop – quickly – stop. As they do each they say “slow” and then “fast.”

Have students sit ready position and instruction for Exploration.

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<sup>1</sup> Prompts come from the Braintance work of Anne Green Gilbert and Kate’s Early Childhood Warm Up as found on *Brain Bop*

Explore (Exploration)	Duration	Music	Props
<b>A Trip to the Zoo</b> <b>Song for Dancing by Kate Kuper</b>	<b>5 min.</b>	<b>live/tambourine or</b> <b>cones</b>	<b>Trip To the Zoo on</b>

Today, we are going to take a trip to the zoo. This zoo is special though; I am going to divide this zoo in half. This half is Fastland and that half is Slowland. We are going to visit lots of different animals at the zoo. When we visit a slow animal [play tambourine], we will travel to Slowland and dance slow. And when we visit a fast animal [play tambourine], we will travel to Fastland and dance fast. Between visits, we'll stand between the cones. Stand tall one and all and find a spot between the cones!

"I see ... a \_\_\_\_ [show image of an animal]... which land will it be in?  
[Play tambourine] *Students point* Let's go!  
Back to the cones. I see a..... etc.

Slow elephant/fast monkey/slow turtle/fast fish/slow lion/fast cheetah

If time, use student suggestions.

*Reflection: (Make a talking circle for reflection. Use this time to have your assistant clean up the cones, and set up for next activity) When were we fast? Slow? What was your favorite animal?*

Transition: Line up at the starting dot on the side of the room. "I want to see you between my arms." (Extend arms in front of you, parallel, for single-file line up).

Developing Skills	Duration	Music	Props
<b>"Counts" <sup>2</sup></b>	<b>5 min.</b>	<b>Tuned wood blocks or</b> <b>tambourine</b>	<b>yoga dots</b>

*Sometimes the speed stays the same, moving on a steady beat. That's called the 'pulse.'*  
*Let's clap 4 pulses. Let's pat 4. Let's clap 4 again. Let's freeze in a shape for 4. Now let's do it with a pattern.*

Locomotor and nonlocomotor skills to counts. Demonstrate each pattern, then students go one by one.

- 1) 4 counts jumping, to the yoga dot. 4 cts. Punching in place, on the dot. 4 cts. Jumping to the next dot. Make a shape and hold it 4 cts.
  - 2) Repeat with gallop 4 cts, sway 4 cts. gallop 4 counts, make a shape.
  - 3) Repeat with slide 4, shake 4, slide 4, shape 4.
- If time, use student suggestions.

Transition: Children help clean up and find a place for resting.

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<sup>2</sup> From *Creative Dance for All Ages* by Anne Green Gilbert

<u>Resting</u>	<u>Duration</u>	<u>Music</u>
<b>5 minutes</b>	<b>Brain Bop #14 &amp; #14 or <i>Resting from Songs for Dancing</i></b> <sup>3</sup>	

Children lie on floor, resting for duration of one song. Teacher gently goes around and manipulates the limbs.

Transition: Make a talking circle and show the Creating structure on portable board.

<u>Activity</u>	<u>Duration</u>	<u>Music</u>
<b>Creating</b>	<b>12 minutes</b>	<b>None</b>

*ABC Dance* - Create a dance that has three sections: a slow section, a medium section and a fast section, organized in any order. Use the board to show the 3 parts and the 3 speeds to help students visualize the structure. If you have assistants in the class, divide the group into small groups.

*Reflection (after each dance): What was the ABC pattern? Which section was slow? (Fast, medium) What was a memorable moment that you saw?*

Transition: Make a talking circle.

<u>Activity</u>	<u>Duration</u>
<b>Closure</b>	<b>3 minutes</b>

Reflection: Review concept of speed and activities. Dance to the door at your favorite speed.

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<sup>3</sup> By Kate Kuper.