

Lesson 6: Energy

Target Audience: 4 & 5 year olds (Pre-K and K)

Space: studio, classroom, library, cafeteria, all-purpose room, clean and cleared

Length of Time: 45 minutes

Materials: drum and stick, Music selections from *AlphaBeat*, and *Songs for Dancing* by Kate Kuper (available from katekuper.com or westmusic.com)

BEFORE CLASS PROPS: STRETCHY BANDS, PLASTIC AND SCARVES for contrasting energies.

<u>Warming Up</u>	<u>Duration</u>	<u>Music</u>
Letter Journey	10 minutes	Spoken Word

Once upon a time there was the letter “S.” The “S” was the first letter in snore. (Breath). It was the first letter in “sprinkle” and “slap.” (Tactile). It was the first letter in ‘stretch’ and ‘shrink.’ (Core –Distal) It was it was the first letter in ‘slurp’ and ‘slither.’ (Head-Tail). It was the first letter in “see” and ‘sink.” (Upper/Lower) It was the first letter of send.... steal.... shy (Body Half). It was the first letter of ‘stack’ ((Cross Lateral) And of course the first letter for spin...stop.... and spin again (Vestibular). *For each of the words, lead the students in gestures and movements that parallel the eight patterns of the Developmental Movement Pattern Sequence (also called the Braindance)*¹

<u>Warming Up</u>	<u>Duration</u>	<u>Music</u>
Intro	5 minutes	Drum or tambourine, and live singing

At white board, introduce the concept of energy through the letter “S.” Energy can be sharp, smooth, shaky or swingy. For each word, have the “S” letter written with different line qualities (e.g. shaky written in a shaky way) *Extension: Point out the letter blends (sh, sm, sw) by drawing these blends with the qualities of each.*

Reinforce the letter “S” – common to all the energy words – by writing it in the air using each energy quality as you say the different energy words. Mirror the different energies with your voice, too.

In the space, move is self (and general) space with each of the qualities as you say the name of the quality.

Transition: students find a perfect spot (or a yoga dot), scattered in general space and sit Ready Position.

<u>Exploring</u>	<u>Duration</u>	<u>Music</u>
Action Dance	5 minutes	AlphaBeat #10

Introduce the activity: “We’re going to do some actions that stay in one spot. Even though we move a lot, we’ll stay right on one spot in our **self space**. Stand Tall One and All. Let’s ‘do a helicopter check’ to make sure we have space that is big enough for all the actions we are going to do. Freeze.”

¹ *Brain Bop* (by Kate Kuper) provides more information about these patterns, as do resources by Anne Green Gilbert

Guide students through three contrasting energy actions, having them freeze after each one. Sway. Punch. Shake. Use a tambourine or other sound source to indicate ‘Freeze’ after each action. Before you play the song, ask students to remember ONE action that they will tell you afterwards. After the song, have children sit Ready Position, do some Mountain Breathing, then ask several students for their one word. When a child says his/her word, ask the group to say if it is smooth or sharp, or sharp or shaky. Give two words from which they can choose to help guide their thinking. End with a short, assessment of understanding. *Extension: Use the white board again, and categorize the words under their different energy qualities as students volunteer the information*

Assessment through reflection: ‘Show Me’ a smooth movement. A sharp movement. A shaky movement.

Transition: Everyone starts from a perfect spot.

Developing Skills	Duration	Music
Locomotor/Non-locomotor combinations instrumental (Songs for Dancing #36) or live	5 min.	Popcorn & Melted Butter

Practice without music first. All move through general space. Remember to use soft focus (good potatoes - “eyes everywhere, no mouth”) Teach each sequence individually before going on to the next. Then sequence all three with the music.

- 1) Galloping 4 cts –in place/sway smoothly 3 cts. - REPEAT sequence 3 times - melt smoothly and pop sharply with music// Listen for quick instructions for next thing
- 2) Sliding with a swing of the arms 4 cts – sharp arm and body 3 cts in place REPEAT sequence 3 times - melt smoothly and pop sharply with music// Listen for quick instructions for next thing
- 3) Hopping 4 cts – float smoothly in place REPEAT sequence 3 times - melt smoothly and pop sharply with music//

Resting	Duration	Music
Constructive Resting	5 min.	Songs for Dancing #20 or #38

Students rest on backs. Teacher manipulates limbs. When done, students roll to their sides, sit up and do a couple of Mountain Breaths.

Transition: Form a seated circle.

Creating	Duration	Music
Imaginary Journey	10 minutes	AlphaBeat #11

We’re going to take a trip around the room and use our imaginations. Afterwards I’m going to ask you where we went and what we did when we were there.

Note to the teacher: Listen to the music, so you know what to expect, before you do the activity with the children.

- Everyone travels in the same line of direction (but don’t have to be stuck behind one another in single file around the circle).

- When it's time to skate backwards, everyone will turn around and continue in the same line of direction as when skating forwards. Then, everyone will turn around again and continue in the same line of direction when you 'speed skate.' In that way, everyone will go in the same direction throughout, without collisions. Practice this with group once, to disaster-proof the activity.

Reflection: (Do this around the circle, asking each child for one idea). Let's walk back through our memories and remember. Where did we go? (Child names one place) And what did we when we were there? (Next child names something we did there). Keep going with remembering a place and one or more actions.

Extension: Which place was smooth? Sharp? Shaky? Swinging?

Cooling Down Duration

Closure **5 minutes**

Cool down in the circle emphasizing smooth, sharp, shaky and swingy. Review concept words. Dismiss by energies.