

# *Dance is B.E.S.T. Lesson Plans*

## **B. —Body in Motion – Axial and Locomotor**

### **Equipment and Materials:**

- Drum and beater
- CD's with a good strong 4/4 beat
- Charts and markers for creating axial and locomotor word lists (red for axial – green for locomotor)

### **Formations for instruction--*Students should quickly move into these appropriate group formations--***

- close but not touching (discussion group)
- general space facing front (for warm up and locomotor)
- lines and rows or corner groups (for locomotor)

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### **Objective: B. – Body in Motion**

**The students will increase movement and dance vocabulary through axial motion and locomotor step skill-building. They will create and perform short sequences using that vocabulary.**

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### **MOVING-- *warming up and skill building***

- increase bodily strength, stretch, agility and balance while attending to safety concerns and expanding movement vocabulary
- introduce the concept – body moves

### **\* Axial Motion-- *body stays in place***

Leader/teacher states words one, two, or three, at a time--students show the action immediately and with commitment. For example:

-- “Bend,.... stretch,.... turn....” or “spoke, slice, pull, crouch, kick, ..... twist, rise, shake...push, explode,..... compress, jab, melt,.....balance, freeze, collapse!” etc.

### **\* Locomotor Steps-- *body moves through space***

- **simple locomotor steps** -- walk, run, leap, hop, jump
- **compound locomotor steps** -- skip, gallop, slide

### **INVESTIGATING--Student exploration**

**( For this lesson, a great deal of investigating happens during the warm-up and skill building)**

Teacher encourages the students to explore various ways to move by suggesting, or “crossing over” to other dance elements. For example, saying: “Choose one body part. Now find all the possible ways to twist that part that you can. This time use your whole body to twist. Twist and change levels, go faster – slower...” (Observe students and give feedback suggesting other ideas they might try.)

Use the same strategy (guiding exploration by crossing over) for the locomotor steps. For instance, “Try that skip while changing levels,.. facing different directions,.. speeding up, slowing down, or exaggerating the size of the steps and so on.

### **CREATING and PERFORMING**

- **Teacher models, then has students create simple locomotor and axial sequences** (this works well in 8 or 4 count phrases) --i.e. “Walk, walk, walk, walk,/ melt ..2..3..4... /jump, jump, jump, jump/...and shake 2..3..4...!” Alternating /locomotor/axial/locomotor/ axial really works well. Students can work alone, with a partner or in groups to create their sequences.
- \* Students perform in groups.

**CONNECTING -- *Culminate as time allows with a review of material covered. Talk about favorite way to move – axial or locomotor!!!***