

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

## **E.—Energy**

*Heavy and Light*

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### **Equipment and Materials:**

- Drum, beater, and other percussion instruments
- CD Player and CD's – Instrumental & Soundscapes – (not songs)
- Paper or white board and markers

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### **Objective:**

**The students will explore degrees of energy, both heavy and light then create and perform sequences based upon those explorations.**

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### **MOVING (10 minutes)**

**“Start in a close group.”** *State working expectations – quiet in feet and mouths, keep space around you, and participate with commitment.*

**Brain Dance Activity** “Using the general space in the room.” (See handout)

**Mirror Warm-up-Teacher Leads**– Students follow teacher as he/she leads them through a variety of movements that raise body temperature, as well as build kinesthetic awareness and skill. With quiet instrumental music playing, model balancing, stretching, jiggling, isolating body parts and using full body motion. Change levels, and travel through space but move slowly enough to have students stay in sync with the leader at all times. **Be sure to include movement that has both heavy, strong, & resistant energy as well as contrasting energy such as light, limp, & floating.** – (Dance objective)

### **Student Leaders**

Without speaking select two student leaders. Through body language communicate that they should become the leaders. Have ½ the class follow each leader.

### **Mirroring Pairs**

Use body language to communicate that all the students should gather into pairs. Then simply say, “tallest person is leader 1.” After about 30 seconds say, “Switch – shorter person lead.” Switch several times. Then teacher guides the students to explore hand to hand energy sequences like push, explode & FREEZE.

### **INVESTIGATING: Degrees of Energy – Heavy/Strong vs Light/Relaxed ( 9 minutes)**

Gather students together for discussion at white board. Describe the energy you felt as you pushed against your partner?” – (Strong, powerful, exploding, heavy etc.) Write student responses on one half of board. “What would be opposite feelings or energy words?” - (Light, airy, weak, relaxed, floating etc.) Write responses on other half of board. Divide room in half – “ This half of the room is the heavy side – move with strength and power and heavy energy. This half is the opposite, light airy, floating and drifting. When I play hard and loud this half of the room should move with heavy energy. When I play music that is light the other half moves. Begin in a shape. Ready.... Switch sides and repeat. (If time explore light energy further with a visual aid such as bubbles, feathers or plastics.)

### **CREATING (8 minutes)**

**“Students: Create your own “Energy Dance Sequence.” Work alone or with a partner to plan how you will move back and forth across our two halves at will. Vary the speed and size of your movement . Use different directions and levels. Most of all be very clear about the degree of energy (Light or heavy) you are using as you dance. Add something else from our warm up into your sequence such as partner mirroring or pushing and exploding (If dancing alone this can be done against a wall.) Give the students time to choreograph and rehearse their sequences, then perform in groups.**

### **CONNECTING: PERFORM, AUDIENCE AND ASSESS : (3 minutes)**