

GET YOUR CLASSROOM MOVING

WARM UP THOSE PINKIES

- Echo hand movements.
- Play a hand catching game. Left hand out in front, palm facing up. Right hand “tickles” and claps left hand and partners hand.

THANK THE LORD FOR THE PROP!

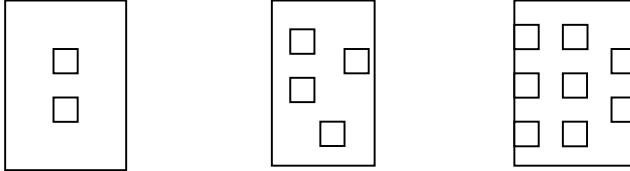
- Standing in one spot move sheer material in various ways. Gaining repertoire.
- Using some of these movements, now add your own body movements.
- Scrunch up the material and throw it in the air, catch it and scrunch it up quickly again.
- With a partner, and in small groups, throw the material to each other on the accented beats.
- Each colour forms a snake behind a leader.
- The leader moves and the snake mirrors the body and material movements (Coco’s Lunch – “Wally Wombat Shuffle” - available from www.vosa.org)
- As solo movers, move alone or mirror another (either behind or from across the room), or freeze and watch the movement (although still being part of the performance) (Keetman “Ekstatischer Tanz”)

MOVEMENT 1-10

- On board, provide 10 different movements
 1. move in different directions
 2. bend
 3. make circles
 4. watch others
 5. copy someone else
 6. move low
 7. point body parts
 8. glide
 9. push and pull
 10. move only one body part
- Using no music select a number, start there and end there, going through each movement in turn.
- Prior to repeating this with music, ensure that good models demonstrate and that specific elements are discussed (in relation to Laban’s movement analysis).
- Repeat the activity as often as you choose with music of various styles. Half the group may watch while the other half move.
- It is important for student to understand about moving appropriately to music, therefore “push and pull” may have different expectations in moving to classical music compared to hip hop.

2's, 4's, 8's

- Move right foot forward, left foot to join it, then right foot back and left foot to join it. This is the “4” pattern.
- Repeat but in half time. This is the “2” pattern.
- Repeat but in double time. This is the “8” pattern.
- Provide cards with coloured squares to represent the 2, 4 and 8



- Set the cards in a circle and the group step the composition.
 - Can be performed in canon or by only stepping certain cards.
 - In small groups, create new rhythmic movements for each.
 - Each group performs using a variety of prerecorded music.
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- I hope that you have enjoyed this session and you gained some new ideas and repertoire. As with anything in teaching, please adapt these ideas to suit your own specific teaching situation.

Thankyou
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