

Level: First Grade

Lesson: Rhythms and Relationships

Equipment: Drum, music in 4/4 time, tape or record player

Objectives:

1. Work cooperatively with partner.
2. Take turns in role of, leading and creating movement, and following by copying movement.
3. Create movement that causes them to move rhythmically, following the beat of the drum or music.
4. Create a series of movements that cause the partners to part, come together and travel together.
5. Create a series of movements demonstrating approach and retreat.

Part 1: Warm up (10 Minutes)

Pick a fun warm up game out of the book

Part 2: Rhythms and Relationships

"When I say go, find a partner who has a different color flag than yours. You have 10 seconds to find your partner, or I'll pick one for you. Ready, Go. 1, 2, 3,...10"

1. One partner be the Leader; the other, the Follower. Listen to my drum. Show me how you and your partner can skip together in general space, one leading, the other following, and both keeping in time to the beat (16 counts). "Freeze!" on the loud beat (two counts); join hands and skip in a circle for six counts. Change roles on four counts, then skip again in another direction (16 counts). Repeat this sequence several times.
2. Repeat, using other locomotor rhythms. You should give them the particular ways to move, allowing them a few minutes to do each type of movement. (IE: walking, running, jumping, hopping, galloping, and side-stepping, traveling in different pathways. )Have dancers freeze on the loud beat and change partners.
3. Approaching and Retreating (Position yourself in the center of the play area): Listen to my drum beats. Run to the beat toward a corner of the play area (16 counts). Freeze on the loud beat. Stamp and turn in place until you are facing me (four counts). Now walk to the beat toward me (16 counts). Freeze and snap your fingers in place. Repeat, using other locomotor movements, traveling in different directions, pathways, and levels.
4. Now, one partner, stamp loudly away from me (16 counts); while the other partner lightly tip-toe toward me. After the 16 counts (you may want to count out loud the first few times) change your direction and move the opposite way. Some of you will be moving toward me, while others will be going away. Try to move in time with the drum beats. (Use a variety of locomotor movements.)

Part 3: Creative Rhythms and Relationships

1. Now leader, pick a way to travel (eight counts); then stop to watch your partner copy it. (Dancers could travel at a certain level; travel by taking giant steps or small steps, different directions or changing speeds.)
2. Find another partner and choose who will lead first. Leader, move in own space to the music while your partner copies your moves. Can you change your base of support while your partner copies your every move? (Since this task is done in own space, you

should encourage your students to try moving various body parts, one at a time to the beat.)

3. Now find a partner. In time with the music, travel away from each other in different directions (16 counts); then travel toward each other (16 counts). Decide together how you will travel away from each other (IE: will you skip? Will you gallop? Will you crawl in a medium level?) And also decide how you will travel toward each other. It should be different each time. Do you know what you will do? Ready, Go. (Practice this sequence at least two to three times)
4. This time when you come together, meet and clap each other's hands for four counts then travel together side by side (16 counts); again, you will have to decide how you will travel together for the sixteen counts. (Practice this a couple times, and then put #3 together with it.)
5. This time we will put the whole dance together. First you will travel away, then back together, clap 4 times and travel with each other 16 counts. Then you will begin the dance again, traveling away from each other. (Allow them to do this sequence at least three times in a row!)

Remember to point out the cool ideas each group comes up with, point out the students who are working together with their partners. If time allows, pick one or two dances that really stand out to show off to the class.