

Level: Second Grade

Lesson: Tension and Release (Freeze, melt and shake)

Equipment: Music, jar with water inside of it. Maraca, Up/Down Whistle

Objectives: 1. Have fun.

2. Play safe.

3. Hold body stiff (tension) using at least two different shapes in a high level.

4. Demonstrate release of tension in own space, as they melt down to a low level.

5. Travel using a variety of levels and directions.

Part 1: Warm up (10 Minutes)

Fitness warm up

Part 2: A. Seated discussion

Frozen

What things are frozen? How do things look when they are frozen?

When I say go, find an own space and put your body in a frozen shape in a high level. Point out the students who are really holding their body tight. Point out the cool shapes you see in their high levels.

(Do this two or three times encourage the students to try different frozen shapes in a high level, or medium level.)

B. Seated discussion about "Melting"

What happens to an ice cube when you leave it out in the sun?

Does it melt fast, or slow? Does the whole thing melt at once, or does it melt a little at a time?

When I say go, I want you to find an own space and make a frozen shape in a high or medium level.

I'm going to say Meelllllting (stretch out the word melting to last 4-5 seconds), four times. While I'm saying melting I want you to begin to melt in your own space. Remember to melt a little at a time. Maybe you could pick: certain parts to melt each time I say Melting. Try not to be done melting before I finish saying it four times. (do this a couple times, Point out children that have timed it right, Look for children who come up with a unique way of melting.)

C. Seated discussion

Discuss how water would move if it were being shook up in a glass. (you could use a demonstration at this

point) Does it stay in one part of the glass? Does always stay down on the bottom?

Go back to your own space, you are in a low level now and you're all melted. Pretend the space is our glass, and you are a drop of water. I'm going to shake up the glass and you will move all around the space, watch out for others. (You can just say the word shake a whole bunch of times to get the kids moving, or even play a maraca. Remind them to move all over the space, and not to only travel in one level.)

D. Now we're going to put it all together. You will begin frozen, begin to melt as I say Mellttinnnnng four times, and then travel around the space as I shake you up. I'll call out for you to freeze in order to stop the shaking. Try to freeze in a high or medium level so you'll be ready to melt again.

Part 3: Melting Dance (5 minutes) Creative

(Seated)

Listen to this music. Can you hear each part of our dance? Which part will you freeze to? Which part will you melt to? Which part will you shake to?

Have everyone find an own space to begin. Remind them of things like when their frozen they should be tense over their whole body. When they melt try to pick certain parts to melt so they don't just melt all at once. When they travel watch out for others and use all the space. Do the sequence at least three or four times in a row, encourage them to repeat the pattern of melting each time.