

# Spatial Awareness/ Laban Efforts



*Prepared by - Mandy Romero*

*Date - 10-9*

**(VIDEO MUST BE 10-20 MINUTES LONG)**

## **OBJECTIVE**

The students will be able to understand and recognize the objects that surround them with spatial awareness as well as recognize what makes up the different laban efforts.

## **VOCABULARY**

1. Spatial Awareness- the ability to be aware of objects in space and your body's position in relation to them
2. Direction- direct or indirect
3. Speed- quick or slow
4. Weight- heavy or light
5. Laban efforts- way of describing human movement
6. Wring- slow, heavy, indirect
7. Press- slow, heavy, direct
8. Flick- quick, light, indirect
9. Dab- quick, light, direct
10. Float- slow, light, indirect
11. Glide- slow, light, direct
12. Punch- quick, heavy, direct
13. Slash- quick, strong, indirect

## **TEKS**

1 st -2 nd

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

(B) explore space using expressive movement;

2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of movement and voice;

B) create roles through imitation;

3<sup>rd</sup> -5<sup>th</sup>

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(B) develop body awareness and spatial perception using rhythmic and expressive movement;

(1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:

(B) develop body awareness and spatial perceptions using pantomime;

(2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:

(A) demonstrate safe use of the voice and body;

(B) describe characters, their relationships, and their surroundings

## **MATERIALS NEEDED**

1. Chair or stool that can be sat on and get underneath- students and leader of first activity

## **WARM UPS (RECOMMEND 3 MINUTES)**

1. Siren

Description: This will be a call and response of the leader making a siren sound and the students responding. This will be repeated several times and choosing different orders in their vocal range to reach the tops and bottoms.

- a. Leader : James

2. Stop,Go, Face, Clap

Description: There will be 4 actions. Stop means stand like a statue, go means walk in place, face means to make a funny face, and clap means to clap your hands. After these actions are understood, the leader will say the actions in a random order and can repeat one if desired. The students must perform the actions in the mixed up order.

- a. Leader: Bailey

## ACTIVITY I (RECOMMEND 3 MINUTES)

*Title: Spatial Awareness*

*Leader: Bailey*

Description:

The leader will define and explain spatial awareness. Then they will begin to explain the different components that come along with it, such as directions (infront, behind, underneath, ontop, inside and outside). Following this the leader will need a pillow that they can get underneath and also sit on. They will demonstrate the different directions previously mentioned and ask the students watching to copy the same with their own chair to understand these directions.

## ACTIVITY II (RECOMMEND 3 MINUTES)

*Title: Laban Explained*

*Leader: Mandy*

Description:

The leader will define and explain what the laban efforts are. They will begin to explain how they stem from speed, weight, and direction and follow with an explanation of the 8 different combinations and what they consist of. They will continue explaining while demonstrating each concept and asking the students watching to try with them.

## ACTIVITY III (RECOMMEND 3 MINUTES)

*Title: Who am I?*

*Leader: James*

Description: The leader will explain how certain types of characters move certain ways. They will describe the movement utilizing the concepts from the second activity and how they differ in different characters. The leader will introduce the who am I game where the leader will move as a laban effort or specific character and the students will guess (like dora) because they will not get an actual response yet still answer the question after time for a reply. Examples of characters can be an elderly person, the popular kid at school, a mean teacher, a doctor, a baby, ect,. There should be a variety when choosing between the specific laban efforts and characters while associating certain efforts with certain characters.

## CHECK FOR UNDERSTANDING (RECOMMEND 3 MINUTES)

*Title: Walking Down the Street*

*Leader: Mandy*

Description: The students will be given a certain Laban effort to walk down the street as, direct or indirect, heavy or light, quick or slow, or any of the 8 combinations that have been previously mentioned. This will be repeated several times to acknowledge most of the concepts from the previous activity.

## Questions- Bryan

What did you learn?

Which laban effort do you think you are?

What's your favorite animal?

**END OF VIDEO!**