

Make a Move



Prepared by – Rachel Bramlett

Date – 10/16

OBJECTIVE

The students will be able to demonstrate their understanding of spatial awareness and movement by physicalizing the Laban Efforts.

VOCABULARY

1. Spatial Awareness: refers to your ability to be aware of objects in space and your body's position in relation to them.
2. Physicalization: to express with one's body
3. Laban: A dancer who came up with the aspects and efforts of movement
4. Direction: direct or indirect
5. Weight: heavy or light
6. Speed: quick or sustained
7. Wring: slow, strong, indirect
8. Press: slow, strong, direct
9. Flick: quick, light, indirect
10. Dab: quick, light, direct
11. Punch: quick, strong, direct
12. Slash: quick, strong, indirect
13. Glide: slow, light, direct
14. Float: slow, light, indirect
15. Leading Centers: Where a person carries their weight—Head, Nose, Chest, Hips, Feet, ect.

TEKS

1st-2nd

- (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:
 - (A) develop self-awareness through dramatic play;
 - (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;

3rd-5th

(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 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:

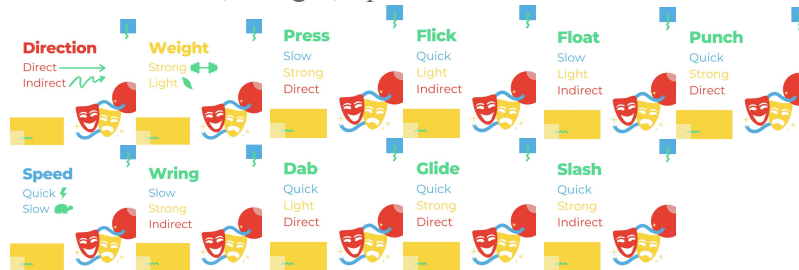
(B) develop body awareness and spatial perceptions using pantomime;

(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;

MATERIALS NEEDED (TA)

1. Direction, Weight, Speed



MATERIALS NEEDED (STUDENT)

1. Plenty of space to move around

CHECK-IN/SIGN-ON (2:55 - 3:05)

Check-In: Brett

WARM UPS (3:05 - 3:20)

1. Flea Fly Flow

Leader: Sam

Call and repeat warm-up. Have them do it once normally, once quietly and once projecting as loud as they can. Words and Video attached below.

Words: Flea

Flea Fly

Flea Fly Flow

La Vista

Cumala Cumala Cumala Vista

Oh No Not the Vista

<https://youtu.be/7mU1k57o3rw>

2. Sound and Action

Leader: Jude

Have everyone in actors neutral and start out with someone making any kind of sound and action together. Then, everybody else copies the sound and movement as exactly as possible. Have the next person make a new sound and action, which everybody copies. Encourage them to come up with their sound and action on the spur of the moment rather than pre-planning it. The game should move quite quickly. If they seem to like it you can repeat it again or just go through everyone once.

3. Indestructible Bubbles

Leader: Rachel

First, in standing actors neutral, have the students blow bubbles out of indestructible bubble juice around themselves to create a specific place to explore within this activity. Once the bubbles are constructed, have them see how big and how small they can get inside of the bubble. Next, with their fingers, have them touch all the different spots inside the bubble as they can. Now, and throughout the whole warm-up, remind them to take notice of the spaces they haven't touched and encourage them to get to those points. Then, move into extending the point with their fingers to draw lines inside the bubble. Now, open up the option for using other parts of their body like elbows, noses, toes, etc. Once they have thoroughly explored the space tell them to pop their bubbles and get ready for the next warmup. I have linked a YouTube video for this warm up below for reference however, I did modify it for elementary students. <https://www.youtube.com/watch?v=dFfSGlY3Bws&t=68s> (about 0:40-2:00)

ACTIVITY I (RECOMMEND 15 MINUTES)

Title: Laban Movement Intro

Leader: Steph

Have the students and TA's in standing actors neutral to start with plenty of room walk around the space. We will be exploring the building blocks of Laban Movement to create a shared vocabulary that will be applicable for the efforts later in the lesson. Print the Direction, Weight, and Speed Visuals for this activity and hold them up as you explain each one.

- Direction: direct or indirect
- Weight: heavy or light
- Speed: quick or sustained

Then have the TA start with a four step activity (tableaux but moving to each picture?) Then go around to each student and TA and have them change some aspect of the original tableaux using the aspects of movement.

ACTIVITY II (RECOMMEND 15 MINUTES)

Title: Learning Laban Efforts

Leader: Everyone

In standing actors' neutral, the students will now apply their new movement vocabulary to the Laban Efforts. As each effort is introduced, have the students physicalize them. (Each TA take two)

- Wring: slow, strong, indirect - Rachel
- Press: slow, strong, direct - Sam
- Float: slow, light, indirect - Jude
- Glide: slow, light, direct - Steph
- Flick: quick, light, indirect - Rachel
- Dab: quick, light, direct - Sam
- Slash: quick, strong, indirect - Jude
- Punch: quick, strong, direct - Steph

Once they explore each one, have the students find out which effort they are and tell the group (... exactly what we did on Friday.)

5 MINUTE SCREEN/BATHROOM BREAK

ACTIVITY III (RECOMMEND 15 MINUTES)

Title: Physicalize Laban Efforts with Leading Centers

Leader: Rachel

Review the movement vocabulary (Direction, Weight, Speed) and the Laban Efforts (Wring, Press, Dab, Glide, Float, Punch, Slash.) Then introduce Leading Centers as where a person carries their weight (ex. head, chest, waist, toe, etc.) Have them try on a few and determine what their leading center is. Then, have them explore the efforts again now with leading centers. Ask how the feeling of their movement changed once they had a new leading center? What kind of person or character did they feel like when they did a specific leading center with one of the efforts and how could that affect character development later? How can this help with developing characters?

CHECK FOR UNDERSTANDING (RECOMMEND 10 MINUTES)

Title: Yes, Let's... with Laban Movement

Leader: Brett

The student will play Yes, Let's with the Laban Movements they learned today. Yes, Let's is played by having someone start by saying "Yes, Let's..." with some action after it. (ex. Jumping jacks, tying your shoes, eating cereal...) but, instead of random activities we'll use our vocabulary from the day. The Leader can facilitate this activity by calling on students in between each "Yes, Let's." If they make it through all the vocabulary and there is still time they can move on to the random fun actions.

CIRCLE TIME (10 MINUTES)

Leader: Rachel

What was your favorite thing we learned today?

Was there anything that you disliked today?

What is your favorite Laban Effort?

END OF DAY/SIGN-OFF AT 4:30PM!