

Exploring Variations of Energy

Lesson Designer: Diana F. Green ©2020

Estimated time: 15 minutes

Grade level: K-12

Enduring Understanding:

The amount of energy used by a dancer defines the effort it takes to accomplish it, clarifying the intent of choreography.

Essential Question:

Why do variations in the amount of energy used by a dancer affect choreographic intent?

Arts Discipline Standards: Dance

Alabama Anchor Standard 4: Select, analyze, and interpret artistic work for expression.

Grade 1: Performing 9: Identify and apply different qualities to movements.

Pre-requisite Knowledge - Arts:

Basic spatial elements (stage space, size and levels) and elements of time (tempo)

Objective: Students will demonstrate clarity in performance of contrasting energy and quality in movements

Procedures

Introductory Activity: Warm Up

Exploring strong versus light

Move with me:

1. Imagine you are walking on a beach and you do not want to leave any footprints (light). You have to be very careful. Now try to make very deep footprints with each step (strong).
2. Imagine you are walking in a room filled with spider webs and you have to pull them out of the way in order to get through (light). Now imagine you are in a jungle and you have a scythe with you and you must use it to cut through the jungle because there is no path (strong).

Reflective question: How much energy did you need to walk lightly on the sand. How much for each of the movements above?

Procedures: Sequence of Activities:

Exploring the Material: Combine energy with timing.

1. First review moving very slowly, almost in “slow motion.” Now add energy to that. Keep moving in slow motion but work very hard. (press and wring)
2. Let’s start moving slowly again only this time use hardly any energy at all. Move in curves pathways and straight pathways. (float and glide)
3. Now we are going to move very fast and sudden. Let’s practice that. It puts an accent at the end so you are creating a kind of rhythm. Now let’s do it with a lot of energy. Use straight pathways and curved pathways (punch and slash)
4. Again moving very suddenly, but with hardly any energy at all. In straight pathways and curved pathways. (dab and flick)

Reflective Questions:

How do these movements express ideas? Can you think of other quality words that describe these movements?

Culminating Activity: Creating

Let’s do something again with a beginning, middle and ending, using contrasting energy.

- **Beginning:** Establish an angular shape; begin moving with light energy and slow tempo (float and glide)
- **Middle:** Strong energy and sudden timing (punch and slash)
- **Ending:** Strong energy and slow (press and wring), and find a stillness

Reflective Question:

Did your dance remind you of a story? What was it? What in your movement made you think of that story?

Evaluation:

Ongoing assessment through observation and reflective questioning throughout.
Students are able to perform contrasts in energy combining those movements with tempo.

*For more ideas for exploring dance: consult *Choreographing From Within, Developing the Habit of Inquiry as an Artist* by Diana F. Green, published by Human Kinetics (www.HumanKinetics.com)
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