

## Exploring the Use of Time

**Lesson Designer:** Diana F. Green ©2020

**Estimated time:** 15 minutes

**Grade level:** K-12

**Enduring Understanding:**

Dancers manipulate movement to create intent by changing time and rhythm.

**Essential Question:**

How do variations in tempo and rhythm create intent in dance?

**Arts Discipline Standards: Dance**

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

**Grade 1: Performing 8:** Demonstrate the element of time by moving to quick, moderate, or slow tempi

**Pre-requisite Knowledge- Arts:**

Basic spatial elements: straight, curved, high, low, moving in place, traveling.

**Objective:** Students will demonstrate variations in tempo and breath rhythms while performing in place and traveling.

**Procedures**

**Introductory Activity: Warm Up**

Exploring tempo.

Standing in place, begin to explore the space around you with one arm very slowly. Think about straight pathways and curved pathways, high above you, below you and all around you. Gradually increase the speed of your movement until you are moving very very fast. As you begin to get tired allow yourself to gradually decrease your speed. Try to move so slowly that we can barely see you moving. And finally find a stillness to end your movement.

Now repeat this using full body movement. You don't have to use your whole body all at once but you may use any body part or every body part. And you may change as you dance.

**Reflective questions:** The music terms for the speeds you were using were *largo* for very slow, and *presto* for very fast. How did you feel doing each of the tempi you explored? Which ones were easier for you? Which were harder? How do you think a choreographer might use tempi to express ideas?

## Exploring the Material: rhythm

Breath (slow and fast)

Take a deep breath, and exhale slowly. Repeat focusing on the timing of your breathing. Begin to move the entire body while you breathe in and out allowing your body to expand as you breathe in and collapse as you breathe out. Explore different movements using this timing. Change body parts. Consider traveling. Eventually find a stillness. Repeat this exercise with a panting breath rhythm. Begin by panting, memorize the timing, and then begin moving. Don't lose the rhythm. Keep going until you get tired, and then find a stillness.

**Reflective questions:** What qualities did you create with your movements in the slower breath rhythm? What quality resulted from the quick panting breath rhythm. Where were the accents in your movement?

## Culminating Activity: Creating

Let's create a dance by intentionally creating a beginning, middle, and ending.

- **Beginning:** Establish a curved still shape for your start. Gradually begin moving at a slow tempo (largo)
- **Middle:** increase speed until you acquire a panting rhythm, alternate between a panting rhythm and a slow breath rhythm.
- **Ending:** decrease speed until barely moving, and then find a stillness. Hold it a moment.

**Reflective Question:** How is energy used to create dance? How might energy be used to communicate ideas? Could your dance have been used to express an idea? What would it be?

## Evaluation:

Ongoing assessment through observation and reflective questioning throughout. Students are able to perform variations in tempo and breath rhythms.

*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](http://www.HumanKinetics.com))  
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