

Brain Dance & Creative Dance

1.) *The Elevator*- All students line up at one side of the room and crowd into the elevator. Teacher asks ‘what floor do you want to get off on?’ This is the _____ floor. The doors open ‘3,2,1.’ Students move across the floor to the elevator at the other end of the room.

Examples for floors:

Kitchen – ‘the chef was going to make 10 boxes of jello but has made 10,000 instead and the whole kitchen is full of Jello.

High security floor- ‘get on your spy suits, check your radios. This floor has lasers and to get to the other elevator you have to move over, under and through the lasers.’

The zoo – ‘this floor is way up in the tree tops so you’ll have to swing from the tree tops to get to the other elevator.’

The moon – ‘this floor is so high up it is in space. You will have to put on your space suits. What are the two special things about space? No air and no gravity.’

Robotics floor – ‘this floor is a secret floor, you will have to put on your robot costumes to cross this floor. The only problem is that the floor is a magnet and you are a robot.’

The maze – ‘this floor is a giant maze, you will have to go one way and then another and then another to get to the other side.’

2.) *The Shoemaker* – Student wind the bobbin (circle fists), pull the laces, (pull fists away from body) and pound in the sole (pound fists one on top of each other).

Make shoes three times then tell students what kind of shoes they are wearing and have them dance in those shoes.

Example of shoes:

Ballet slippers

Tap shoes

Hockey skates

Figure skates

Running shoes with rockets in them

Running shoes with gum on them

Moon shoes

Skis

Slippery shoes

Music option – #17 Skip the Jig – Eric Chappelle, Contrast & Continuum Vol III

Warming up

- 1.) The whole *Brain Dance* series is done at the beginning of each class. Variations can be made on the Brain dance.

Variations include:

- Changing the music
- Changing the speed of actions
- Doing the Brain Dance with a partner, lead and follow. Partners start face to face and alternate leaders with each pattern.
- Doing the whole Brain Dance series on the floor.
- Doing the Brain Dance Series with a story. Example: A seed growing up into a tree.

Music option: #11 Up and At'em – Eric Chappelle, Contrast & Continuum Vol IV

Animal Stretch

Butterfly stretch – sitting on the floor flapping wings ‘shh shh shh’

Bum walk – sitting legs out in front walk backwards on the sit bones.

Snake stretch – lying on belly pushing up with hands ‘ssss ssss’

Snow angel – lying on back making a snow angel.

Popcorn – lying on back curl into a tiny ball and on three spring open ‘pop.’

Mean cat, happy cat, crazy cat – on all fours round back ‘hiss’ arch back ‘meow’ curl toes to nose side to side ‘ahhh ahhh’

Lizard – lying on belly crawl like a lizard, push with feet and pull with hands.

Dog – moving around on all fours on hands and feet ‘ruff ruff.’

Exercises to stimulate touch and awareness of place in space:

- 1.) *Sculptor, Model, Clay* – In groups of three each student has a role of either sculptor, model, or clay. The sculptor has their eyes closed, the model makes a shape and the clay is neutral. Using soft touch the sculptor touches the model and molds the clay to look like the model, all with his/her eyes closed.

- 2.) *Mirroring* – Students stand facing a partner and without touching their hands together they mirror each others movements. Students look into each others eyes and not at their moving hands. Take turns leading and following.
- 3.) *Chopsticks, lead and follow* – Beginning hand to hand one student closes his/her eyes the other student moves just their hands around ‘self space.’ The student with their eyes open then moves their partner around ‘general space’ being careful not to run them into anything in the room. The exercise is repeated with two chopsticks attached to the point of each partner’s index finger.
- 4.) *Over, Under and Through with Chopsticks* - Exercise done in partners. One student makes a shape the other partner dances ‘over, under and through’ their partners shape. When the music stops the partner with the chopstick attaches their chopstick to the other person at any point of their body and makes a final shape. Repeat, changing person with the chopstick.
- 5.) *Shape Museum using symmetry and asymmetry* – Students are broken into two groups. One group is in the center of the room (the museum) the other group is on the perimeter. The group in the museum freezes in a shape (either symmetrical or asymmetrical). Students on the outside enter the museum and mold a statue to be the opposite of what it is. Example: If the statue is symmetrical they will become asymmetrical. The student copies their new shape, the shape leaves and the student makes a new shape. *Music option:* Chripa, Chirpa - Eric Chappelle.
- 6.) *Shape Museum using molding* – The first group freezes into a shape that is either big or small and has either a rounded or extended spine. When another person comes to copy them they must first mold the statue to be opposite of their original shape. Example: if the statue started small and curled they would need to end up big and extended. The partner then copies the shape and the statue leaves.