

Elements of Movement

Grade Level: PreK

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Length of Unit:

I. ABSTRACT

This presentation is an excerpt from the Core Knowledge Movement and Coordination Teacher Training Module, a two-day training course. It introduces the five basic elements of movement - space, shape, force, flow and time. These five elements can be varied and combined to formulate an endless variety of movement experiences. The activities presented here demonstrate the five basic elements. Teachers can then vary and combine these elements to formulate an endless variety of movement experiences that address the Core Knowledge goals for movement and coordination.

II. OVERVIEW

A. Concept Objectives

1. Teachers will understand that there are five basic elements of movement and the differences between them.
2. Teachers will recognize that these elements can be combined and modified to create many movement activities relevant to the Core Knowledge Sequence.

B. Content covered from *Core Knowledge Sequence*

1. Gross Motor
2. Physical Attention and Relaxation
3. Use the Body Expressively

C. Skills

1. Move through space with or without obstacles without touching or bumping into other individuals.
2. Maintain a rigid shape.
3. Stop and start on audible signal.
4. Imitate the position of another.
5. Act out a pantomime.
6. Move to music.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Oser, Andrew. *Star Power for Preschoolers: Learning life skills through physical play*. St. Paul, MN: Redleaf Press, 1997. ISBN 1-884834-35-3
2. Pica, Rae. *Experiences in Movement*. Albany, NY: Delmar Publishers, 2000. ISBN 0-7668-0358-9

B. For Students:

1. These activities are suitable for inexperienced preschool students. No background knowledge is required.

IV. RESOURCES

- A. Bubbles
- B. Hula Hoops
- C. Soft modeling clay
- D. A variety of hardened clay shapes

- E. Clown Cards
- F. Lively musical selection (Mozart Piano Sonatas #11,14 - track 7 - Sonata No. 11 in A major, *Alla Turca: Allegretto*, or other)

V. LESSONS

See Appendices B - E.

VI. HANDOUTS/WORKSHEETS

Appendices A - E

Clown cards

VII. BIBLIOGRAPHY

Clements, R. L. & Schiemer, S. *Let's Move, Let's Play*. Kindercare Learning Centers, Inc., 1993.

Karnes, M. B. *Fit For Me : Activities for building motor skills in young children*. Circle Pines, Minnesota: American Guidance Service, 1992.

Oser, A. *Star Power for Preschoolers: Learning life skills through physical play*. St. Paul, MN: Redleaf Press, 1997.

Pica, R. *Experiences in Movement*. Albany, NY: Delmar Publishers, 2000.

Thompson, M. K. *Jump for Joy!* West Nyack, NY: Parker Publishing Company, 1993.

Appendix A - Elements of Movement

Taken from Core Knowledge Movement and Coordination Skills Training Manual (2000). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

There are 5 basic elements of movement. These elements can be varied and combined to formulate an endless variety of movement experiences.

☒ SPACE

Personal space (me space) - the area that a person's body takes up and the area within their reach. Personal space is like a protective bubble around that person

General space (everybody space) - All of the space in the movement area that is not being taken up by someone's personal space. We move our personal space through general space.

☒ SHAPE

The different ways we can bend our body.

☒ FORCE

How lightly or strongly a movement is performed.

☒ TIME

How quickly or slowly a movement is performed.

☒ FLOW

How smooth or choppy a movement is performed.

ANY MOVEMENT ACTIVITY CAN BE CHANGED BY CHANGING ONE OR MORE OF THE BASIC ELEMENTS OF MOVEMENT

For example, a walking activity can be changed by suggesting that children try it fast and slow, crawling or on tip toe or bent over. Have them try it soft and gentle like raindrops, then strong and heavy like an elephant. Suggest that they try it smooth and flowing like a river then, halting like a robot. Movements can also be done in place or moving through general space.

Appendix B - Elements of Movement

Taken from Core Knowledge Movement and Coordination Skills Training Manual (2000). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Now Playing In My Bubble

Main goal : Gross Motor

Specific goals: Move through space without touching or bumping into another individual

Props - bubbles

Set the stage - *I'm going to blow some bubbles and I would like you to sit very still as you watch the bubbles float through the air. Watch quietly where they land but don't reach up and try to touch them. Blow bubbles for about one minute. What happens to the bubbles when they touch something? Now I'd like you to imagine that you are inside one of the bubbles. Your bubble is made of very strong bubble soap that does not easily pop.*

Act 1 - The Opening Act - *Stand up and reach all around you feeling the bubble. Can you feel it above you? How about out to the sides? Demonstrate reaching up and out to the side without moving your feet. This is a very special bubble that gives us plenty of space to move without anything getting in our way. It gives us our own personal space. While standing in your personal space bubble, can you move only your arms? How about just one arm? Reach very high with one arm and touch the top of your bubble. Can you move just one part of your body? Lie down in your personal space bubble and make yourself as large as you can be. Your bubble can change shape to fit around your new shape. Now your bubble is very large. Can you make your feet reach up to the top of your bubble? How about your knee - can it reach the top of your bubble.*

Act II - The Plot Thickens - *Look around the room at your friends in their personal space bubbles. All the space that no one is in right now is called everybody space. Everybody space is there for everybody to use. We can move our personal space bubbles around in everybody space. Remember how the bubbles were floating throughout the room? We're going to move around the room in our bubbles. We will be using everybody space. We'll need to be very careful not to let our bubble touch anyone else. Walk about the room being careful not to get too close to anyone else. Can you move backwards through the room in your bubble? Can you crawl in your bubble? Now let's try jumping around the room. Keep your bubble safely around you.*

Act III - The Closing Scene - *Imagine that the wind is gently blowing you in your bubble up into the sky now. Gently lifting you higher and higher. Sit down in your bubble and look through the bottom at the ground below. As your bubble gently floats it rocks back and forth. Lay down in your bubble now and feel it gently rocking you to sleep.*

Encore 1 - To make this activity more challenging place several large objects such as boxes or chairs throughout the room for children to navigate their bubbles around.

Encore 2 - You can reinforce the idea of everybody space by playing The Bubble Game in The Shrinking Room. Have the children hold a hula hoop around their waist to show where their personal space is. They will continue to hold the hula hoop around them as they move throughout the activity. You will need to mark off the movement area with cones. Make the area large at first so that everyone has plenty of room to move about freely in everybody space. Now tell them that you can magically shrink the room. Have them count with you “One, two, three, poof!” Move the cones in a few feet to reduce the movement area. Now the children must move around more carefully to avoid touching each other. Repeat the shrinking process until it impossible to move about without touching hula hoops.

Appendix C - Elements of Movement

Taken from Core Knowledge Movement and Coordination Skills Training Manual (2000). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Now Playing

Mrs. Clayton's Clay Shop

Comments: In this game children will experiment with the idea of being soft, moldable clay and then hardening into a rigid, non flexible shape.

Main goal 1: Physical Attention and Relaxation

Specific goal 1: Maintain a rigid shape

Main goal 2: Use the Body Expressively

Specific goal 2: Imitate the position of another (in this case an object)

Props - Soft modeling clay, modeling clay that has been formed into a variety of shapes and hardened.

Set the Stage - Show the soft modeling clay. Talk about how clay is soft and moldable. Make a clay rope by rolling the clay between your palms. Hold it by one end and show the children how it moves when you shake it. *Soft clay changes shape when you move it. Do you know what happens to clay if you leave it in the air to dry. Is it still soft?* Show them a clay rope that has been left to dry and harden. Pick it up, turn it and hold it upside-down to show how it holds its shape without changing now that it is hard. Repeat the demonstration with another set of clay shapes.

Act 1 - The Opening Act - *Mrs. Clayton has a clay shop. She makes little clay objects to sell. She works the clay carefully into beautiful shapes then puts them near the fan to dry. After a while she carefully tests each one to make sure that it is hard and strong. If it is hard enough and strong enough she carefully puts it on a shelf in the shop for all the customers to see.*

We are going to be the clay in Mrs. Clayton's clay shop. First show me what a lump of clay would look like. Mrs. Clayton works the clay between her hands to get it soft and warm. Children should demonstrate the clay being squeezed and squished. Then she begins to shape the clay. What shape will she make you into? Show me. Encourage the children to bend into unusual and interesting shapes. The clay is still very soft and flexible. I'm going to come around and softly push on you to see if you are still soft and flexible. The clay will stay in any shape that Mrs. Clayton pushes it into because it is still soft and flexible. Go around and gently move arms or legs slightly into a new position. Children should hold the new position. Now I'm going to turn on the fan to dry and harden you. Make the sound of a fan blowing or use a real fan to gently blow the "clay objects". Now you should be all dry and hard. When I push on you now you should not move at

all. Go around the room gently trying to move the children into a new shape. They should resist. Children should stay stiff in their chosen shape as you try to bend, move or even pick up the children.

Act II - The Plot Thickens - Repeat the activity having the children become soft flexible clay again and move into a new shape. Blow the fan, etc. This time when you test for hardness any children that are hard can be moved to the display shelf. This can be accomplished by gently pulling, sliding, or picking up and moving the children a short distance (a foot or two). Children should try to maintain their shape while they are being moved.

Act III - The Closing Scene - Have the children become soft flexible clay again. *It's 5:00 and time for Mrs.. Clayton to close up her shop for the day. She will take all the left over soft clay and put it back into the clay bucket. She squeezes and smashes it down into the bucket and puts on the lid to keep it soft for tomorrow. Imagine that you are being pushed down into the bucket. Now the lid is on and it's dark. Feel all of your body parts relax and become very, very soft.*

Encore - This activity can be repeated imagining that you are at the pretzel bakery instead of the clay shop. Children will imagine that they are pretzels being shaped and baked instead. Don't forget to shake salt on them before baking.

Appendix D - Elements of Movement

Taken from Core Knowledge Movement and Coordination Skills Training Manual (2000). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Now Playing The Magic Floor

Main goal: Gross Motor

Specific goal: Move through space

Main goal 2: Use the Body Expressively

Specific goal 2: Act out a pantomime

Props - None

Set the Stage - Today we are going to be doing some magic. Have any of you ever seen a magic trick. You could do a simple magic trick if you know one. We are going to use magic to change this ordinary looking floor into something amazing. We will all have to work together, using our imaginations to make this work.

Act 1 - The Opening Act - First of all, to do the magic we all put our hand up in the air and wiggle our fingers like this. Put your arms up and wiggle fingers. We'll need some magic words. Do you know any? Use a suggested idea for the magic words. In the example we'll use Wammy, Slammy, Poof! When you see my hands up, you put yours up also and get ready to say the magic words all together. Put your hands up and practice the magic words a few times.

Act II - The Plot Thickens - I think we're ready. First of all show me how you would walk on this ordinary floor. Children should walk about the room. Now we are going to use our magic to change the floor into thick, sticky, gooey mud. Put your arms up and say the magic words... "Wammy, Slammy Poof! It's mud!" Now show me how you would walk through the mud. Children should walk in slow exaggerated movements as if stuck in mud. After a few moments put your hands up and wiggle your fingers. Hopefully the children will notice your arms up without being told and will join you. When everyone is wiggling their fingers say that you will change the floor into ice. Say the magic words. Children should pantomime slipping and sliding on ice. Repeat the process using the following ideas:

- eggs - cover the floor with eggs and walk without breaking any. You could also walk stomping trying to break all the eggs.
- bugs or snakes
- snow
- a trampoline

- hot, hot pavement with bare feet
- soft, cool grass
- sticky bubble gum
- hard, sharp rocks

Act III - The Closing Scene - *Now we are going to change the floor into water that is about ankle deep. Repeat the magic process. Now it's knee deep. And finally it's over your head. As you swim around in the water wash off all the mud, broken eggs, bugs etc. Now you are fresh and clean. Let's change it back into an ordinary floor.*

Encore - Try using a recording of a variety of music that will fit each type of floor such as something slow and loud for movement through the mud and something fast and staccato for moving on the hot pavement etc.

Appendix E - Elements of Movement

Taken from Core Knowledge Movement and Coordination Skills Training Manual (2000). Reproduced with permission for inclusion only in Core Knowledge Preschool Lesson Plans.

Now Playing The Clown Game

Main goal 1: Physical Attention and Relaxation

Specific goal 1: Stop and start on audible signal

Main goal 2: Use the Body Expressively

Specific goal 2: Imitate the position of another (clown card)

Specific goal 2: Move to music

Behind the scenes/props - clown cards, lively music (Mozart Piano Sonatas #11,14 - Track 7 -Sonata No. 11 in A major (Alla Turca: Allegretto) or other)

Set the stage - *Have any of you ever seen a real clown? Clowns can be very silly. The clowns we're going to talk about today are especially silly. They only move when they hear music. When the music stops they freeze and try very hard not to move at all. These clowns are very tricky and can freeze in some amazing shapes.*

Act 1 - The Opening Act - *We are all going to be clowns and move when we hear the music. When the music stops - you stop and look up at the picture of the clown then try to freeze yourself in the same tricky shape that the clown is in. Try not to move until you hear the music start again.* Turn on the music and allow the children to move freely for about 45 seconds. Stop the music and hold up the first clown card. Comment on the specific way you see the children matching the clown's position. For example, "Joey noticed that one arm is bent up and one arm is bent down" or "Some of you noticed that the clown has turned his feet out to the side". Start the music again and let it play for several seconds then show the next clown card. Comment as appropriate.

Act II - The Plot Thickens - *Now try your own silly way to freeze when the music stops.* Let the children try a few rounds of choosing their own way to freeze.

Act III - The Closing Scene - *While they are frozen in their last freeze say, Now everyone let just your arms go completely floppy. Remember just your arms. Now your head is floppy too. One leg is floppy now. How about the other leg? This clown is now completely floppy.*

Encore - *This time have the clown move to the sound of a drum. Tell the children that he always likes to move how the music sounds. The drum sounds like this (beat the drum about once every*

other second). How do you think the clown would move? Show me. Play drum again. Hopefully the children will demonstrate choppy, robotic movements. Now we'll play the game with the drum. Remember that when the drum stops you should look up to see how the clown is frozen. Play the game as before but this time with the drum instead of music.























