

SESSION 8: MOVEMENT

USE THIS LESSON TO: explore the function of dance and movement in a piece of musical theater.

 45 minutes

OBJECTIVES: Students will...

-  Understand the role of a choreographer in the theater.
-  Learn dance vocabulary.
-  Apply what they have learned about character, story, and music to dance.

ADDITIONAL MATERIALS:

 None

PREPARATION:

 None

PROVIDED MATERIALS:

 None

VIDEO:  10 minutes

- Play video: 08 Movement.
- The video will lead students through their warm-up.
- The video will then introduce the role of the choreographer and will demonstrate the qualities of dance and movement. The video will also introduce the role of movement in musical theater and demonstrate its various functions using examples from "I Just Can't Wait to be King," "Be Prepared," and "Can You Feel the Love Tonight."

GROUP ACTIVITY: **Everyday Activity**  10 minutes

- Gather your students in a circle and ask them to think of an everyday activity that involves movement, such as brushing your teeth.
- Invite your students to silently practice that movement.
- Ask your students to repeat the movement using the following dance and movement qualities:
 - Sharp
 - Fluid
 - Bouncy
 - Grounded
 - Light
 - Heavy
 - High
 - Medium
 - Low
 - Slow
 - Fast

- Ask your students to select the movement quality they find the most interesting.
- As students practice their everyday activity using the selected movement quality, encourage them to exaggerate that movement.
- Pause the movement and explain that even ordinary movement can become a dance. By adding and exaggerating movement qualities, students are beginning to create choreography. If time allows, have a few students share their movements.

PRIDE WORK: Creating Choreography ⌚ 15 minutes

- Divide your students into their Prides and distribute a Challenge Sheet to this session's Pride Leaders.
- Prompt the Pride Leaders to read the Challenge Sheet aloud to their Prides.
- The Challenge Sheet will prompt the Pride to choreograph a dance using characters from *The Lion King KIDS* and an everyday activity the characters might perform. (Note: Each Pride will have a different movement prompt.)

SHARE: ⌚ 5 minutes

- Invite each Pride to perform its choreography for the class.

REFLECTION: ⌚ 5 minutes

Use these prompts to facilitate a discussion with your class:

- How did you determine the order of the movements?
- How did you choose which movement qualities to use (fluid, sharp, etc.)?
- How did you use dance to tell a story?

PRIDE JOURNAL 8:

Invite your students to choreograph their own dance and complete a journal entry in response to this prompt:

- In Pride Journal 7, you brainstormed an original song. Now create choreography to go with your song! Practice your dance and then write a list of the movement qualities you used to match your song (examples: high, low, fast, slow, fluid, sharp, bouncy, grounded, light, heavy, etc.).