

Blue Sky Theater Teacher Guide #3
(Accompaniment to Youtube Tutorial #3)

SHAPE



Making Shapes

Concept #1

Symmetrical and asymmetrical shapes:

Teachers provide a simple explanation to your students about the body being the instrument, in this dance the physical object which can make shapes.

You may want to ask your students how many ways they can "imagine" folding" or" dividing" their bodies in half either horizontally or vertically. Placing both sides of the body in the same position creates symmetrical shapes. Often symmetrical shapes are easy to recognize by using lines and angles. Choosing to move only one side of the body, perhaps with curves, or standing in one leg will create asymmetrical shapes. I like to call these wild, curving or funny shapes, especially if the head and faces are also choreographed interestingly.

The challenging part is to get students stay still or frozen so they can feel those shapes from the inside. If safe you can ask them to close their eyes for a few second and the body shape feels from the inside out.

Making Shapes

Concept #2

Dependent shapes:

Working by ourselves in dance is fun, but it is even more fun to work with a classmate. Your partner can be your brother, sister, classmate, or object you see at home or in the classroom. With this idea, you can discover pushing shapes, pulling shapes, and even supporting shapes.

Ask your students to explore different ways of making shapes that are unique to them and at the same time using the support of a desk, chair, or a table, eventually being able to use another person. If you feel it is safe, ask students to discover shapes that have balancing in them.

The challenging part is to get students stay still or frozen so they can feel those shapes from the inside out. Also serves as a self regulation exercise great for their development and emotional intelligence. If safe you can ask them to close their eyes for a few second and to remember how the shape of the body feels from the inside out.

Making Shapes

Concept #3

Shapes by Design

Ask your students to walk around the room at a steady beat or tempo. Ask them to open their eyes wide and to see as much as possible. At any time, you may choose to stop or freeze. Have the students find that first object they see in front of them and make a shape that resembles the object. Have the student pick two characteristics that best describe the object. Is it light or heavy? Does it have curves or angles? Is it big or small? Repeat the same pattern several times around their space, have them freeze, look, and find a new object. How do they portray ideas of color, shape and size?

If you find this is challenging for their age, just add the shape of the object they are looking at, have the student make small, medium and large size. A wonderful way of capturing their attention is to divide them in two groups and having one group observe each other.

If safe you can ask them to close their eyes for a few second and to remember how the body is shaped from the inside out. The challenging part is to get students stay still or frozen so they can feel those shapes from the inside. It serves as a self regulation exercise great for their development and emotional intelligence.

Music suggestions

Floor Exercise #3 by Michael Roberts Volume One (2009)

Dawn by Andy Monroe (2001)

Other music with steady beat can help the student to find clarity in count measures and their ability to make shapes fast and hold them simultaneously.



Thank you!



UTAH EDUCATION NETWORK
WWW.UEN.ORG

Compiled by Juan Carlos Claudio and Ai Fujii Nelson
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education@ririwoodbury.com

