

DEL's Exploration and Guided Discovery Guide

A few words on EXPLORATION...

In the DEL model, exploration is an essential component of a creative dance experience for young children. Guiding children through an exploration of action words using the Laban Movement Analysis (LMA) vocabulary to frame the experience leads students to discover variations of movement without telling what they should be doing. This process helps break habitual movement patterns and allows for active participation as exploration is inclusive of all students' abilities and backgrounds and reinforces that there is no right or wrong in dance. Providing children with the opportunity to experiment with and discover the myriad of movement possibilities encourages them to solve physical problems and thus equips them with the skills necessary to confidently problem solve in all other areas of learning. Additional benefits of having students participate in movement explorations as part of an early childhood dance curriculum include: reinforcement and differentiation of movement concepts through variation and repetition, expansion of movement vocabulary and thus establishing a universally understood language for Dance, confidence to take risks and make choices, discovery of movement preferences and one's creative voice, student agency, connection with peers and teachers, and embodied learning.

Guided Discovery

Guided Discovery is the process by which a facilitator (Pre-K classroom teacher, Dance Educator, etc.) leads students through the process of exploring thematic action words generated earlier in the dance lesson using prompting questions or ideas that encourage students to discover their own solutions. These questions can be both open ended and/or very directed. The Pre-K LMA chart (see below and as a separate handout) contains all the movement vocabulary you need to be specific about how you can support your students to explore the action words. Some examples of these questions include...

- Can you show me how you would...?
- Let's try...
- What if we...?
- What happens if...?
- How many ways can you...?
- Can you see if there is another way to...?
- Can you...with your...?
- Try traveling while also...?
- Can you show me something I have never seen before...?
- Show me one way to...
- How can you...with another body part?
- Can you...while...?
- How else can you...while...?
- Can you try...
- Is there a different way you can...?

Remember, when crafting your exploration script, use thematic imagery to enrich the exploration experience.

Exploration Guide and Sample Exploration Scripts

Exploration Guide

Choose three (3) - four (4) action words. Create guiding questions using the following dance vocabulary from the Pre-K Laban chart to explore action words one (1) at a time.

Laban Movement Analysis (LMA)

PRE-K

Body	Dynamics	Space	Relationship
What	How	Where	With Whom
Actions Balance Crawl Freeze Gallop Hide Jump March Roll Run Shake Skip Slither Spin Stretch Walk Parts Head Shoulders Arms Elbows Hands Fingers Hips Legs Knees Feet Ankles Toes Shapes Round (ball) Wide (wall) Narrow (arrow) Twisted (pretzel)	Motion Factor Quality Weight Time Descriptive Words Afraid Angry Big Bubbling Calm Droopy Excited Gentle Heavy Light Relaxed Sharp Small Soft Spikey Springy Tense Tired Wiggly	General Space Personal Space Levels High Middle Low Directions Up/Down Forward/Backward Side/Side Pathways Line Zig Zag Circle Curve Space Words Over Under Around Through Near Far Behind Beside In Front Toward Away	Situations Unison Solo Partner Group Lead Follow Mirror Spatial Relationships Meet Part Connect Spatial Formations Line Circle Scattered Other Music Props Costumes Curriculum Stories Poems Environment Choreographic Structures Call & Response Theme & Variation - AB Sandwich - ABA Accumulation - AABABC

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Body: Try movement with different body parts - head, shoulders, knees, toes, back, bottom, elbows, feet, nose.

Dynamics: Gentle, Strong, Quick, Slow Motion

Space: Personal Space, General Space, Levels - Low, Mid, High, Pathways - Curvy, Zigzag, Straight, Circle, Prepositions - Over, Under, Through, Behind, Beside, In front

Relationship: Towards a friend, Away from a friend, With a friend

Sample Exploration Script #1

Taken from a dance lesson using the theme of Apples working with the Movement Sentence:

Reach-Roll-Chomp.

Reach: Lets try reaching up high for an apple with one arm/hand. Now try the other arm. Can you reach down low for an apple that already fell off the tree? How about reaching for an apple on a mid-level branch? What if we try reaching with a different body part? How about an elbow? The other elbow? What other body parts can we use to reach? Feet? Legs? Knees? Can we try reaching in a strong way to a branch that is far away? What about a gentle reach towards an apple that is closer. What if we need to reach and twist to grab an apple in a tricky spot? How twisty can you get while reaching for that apple!?!? Now let's reach up high to pick an apple and then stretch and reach to give that apple to a friend. Now pick another apple and pass it to another friend.

Roll: What would happen if you dropped your apple on the ground, how would it move? It would ROLL!!! Let's start by rolling our heads, shoulders, belly, bottom, knees, feet, eyes. Now let's roll our arms. Can you roll them slowly? Can you roll them quickly? Can you roll down low? Can you roll up high in the sky? How about high to low? Low to high? Who can show me the quickest roll on a windy day? Now, who can roll in slow motion on a day with no wind? Use those arms to roll towards an apple friend, away from an apple friend. Now let's start rolling to travel around the space. Can you walk and roll a body part at the same time? What about galloping while rolling? What other way can you travel? What about rolling on your bottom? Can you try rolling in a round apple shape? Let's try to roll in a curvy pathway, a circular pathway and a spiral pathway? How about we roll and gather towards me in the center and then roll away from me and scatter all over the space not too close to a neighbor.

Chomp: Now we are going to take a big, juicy bit out of our apple, CHOMP! How do our mouths move when we chomp on food?!? - Open/Close/Open/Close, etc. Let's start by chomping with our mouths...now let's try chomping with our hands. What about our feet? What other body parts can we chomp with? Let's chomp way down low, then can you try chomping high in the sky? What would it feel like to chomp really fast? Or slow? How big can you chomp? How small can you chomp? Show me the teeniest, tiniest chomp. Now let's chomp in front of you/behind you/on one side/the other side/above/below....Where else can we chomp? How about toward a friend - or even with a friend. Can you all chomp towards me? Away from me? How else can we chomp? Try a chomp that you have never tried before. How can we chomp with our whole body?

Sample Exploration Script #2

Taken from a dance lesson using the theme of Autumn Leaves working with the Movement Sentence:

Rustle-Fly-Spin-Tumble

Rustle: Start in a hanging leaf shape. Is your leaf wide, narrow, round or twisty? Think about how leaves start to rustle gently in the wind while they are still attached to a tree. Let's try rustling one hand? Now the other hand. Can we try our whole arm? What about the other arm? How about one foot? The other foot? One leg, the other leg, both legs? Bottom? Nose? Toes? What other body parts can we rustle? Can we rustle down low, what about up high? Or even on a mid level? Now rustle your whole body. Rustle towards another leaf. Now rustle away from that leaf. Find a new leaf to rustle towards. I see that Sophie is rustling her elbows? Can we all try on Sophie's rustle?

Fly: The wind is picking up and starting to blow stronger and faster that your leaf flies off its tree and starts to FLY! Fly leaves fly!!! Fly in your wide, narrow, round, or twisted leaf shape. Can you fly up high in the sky? Can you fly down low to the ground? What about in the middle? Fly with a fellow leaf friend. Try flying in curvy pathway around and around like the dancing leaves we saw in the video.

Spin: The wind is getting even stronger and faster and you have been flying in your curvy pathway round and round and now your are going around and around faster and faster that you start to spin.....spin around and around and around. Now spin the other way around and around and around. Now stop! Can you spin just your eyeballs? What about your head? Tongue? Mouth? Fingers? Hands? Elbows? Arms? Bottom? Knees? Whole body? Try spinning towards a friend, away from a friend. Can you all spin towards me in the center of our space? Now spin away from me?

Tumble: And now notice something interesting. The wind is slowing down and becoming more of a gentle breeze. The leaves slow down and start to tumble. Tumbling is when you fall suddenly from a higher level to a lower level. Can we try to tumble our different body parts going from a high level to a low level? Can you safely tumble your whole body down to the ground? Can you tumble towards a leaf friend? How about towards another leaf friend? Can you tumble to the ground in a wide leaf shape?, a narrow leaf shape?, a round shape?, what about a twisted leaf shape? Now let's all try spinning and when I tap you, tumble toward the leaf in the center and freeze in a leaf shape on the ground.