

# CREATIVE MOVEMENT



**A year of Biblically inspired creative movement classes for tiny movers.**

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# What Is *Creative Movement*?

Creative Movement is an introduction to dance and theatre techniques that help develop a child's unique sense of creativity. These lesson plans are designed for a thirty to forty-five minute class that meets once a week throughout the school year for ages four through ten. With each lesson, students will experience new imagery movements, learn ballet technique, play creative games, and receive a biblical application. Each month builds upon the previous month, so a child can grow in their movement abilities throughout the year.

How to use each lesson:

1. Each month's lesson plan should be done repetitively each week during the month. This allows the games and techniques to be engraved into the child's memory, making it easier to build to more advanced movement each month.
2. If props are needed for the month, the materials are listed in the top right corner, under the monthly theme. For every class, you will need carpets or taped off space for each student
3. The recommended music for the activities is listed in the left-hand column. A vertical black line indicates which activities use that song. The music may need to be repeated while activities are going. Not all activities have music to go along with it. The music is just a recommendation, if you want to use different songs, go ahead! Just make sure the music is age appropriate and can be used in the church.
4. Every class should begin with prayer and a reminder of the scripture and theme for that given month.
5. Students begin standing on an individual carpet or a space taped out on the floor to mark each child's personal space
6. Warm-ups and stretching continues based on that month's activity
7. Ballet technique is given and is expanded upon each month
8. Carpets are then stacked to give the students more freedom to move about the room in the next exercises and pantomimes.
9. Students do exercises that move across the floor, one student at a time.
10. The class ends in the "Good-Bye" dance for the month.
11. If possible, it's always encouraging to the students if they receive a sticker or stamp at the end of every class

# Tiny Tips: Guidelines for Effective Teaching

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1. You create the energy of the classroom. If you stay up-beat and keep your energy high, so will the children. The second they feel your energy drop, so will theirs.
2. Do not leave more than ten seconds of “nothingness” between each activity. Children can lose focus easily, so it is important that you are constantly giving them an activity to focus on
3. Remember that children are easily distracted. Keep the class moving forwards at all times. Once you can feel the focus of the children dropping, it is time to move on to the next activity.
4. Try changing your phrasing from “do nots” to “dos” when giving instructions. Example- change “Do not run in the class room” to “Let’s walk carefully in the classroom
5. Children will copy your every move. If you don’t want them doing something, neither should you.
6. **IMAGERY!** Children can relate SO much to imagery, so use it as much as you can. Ex. “Let’s tiptoe like mice.” “Let’s smile as bright as the sun” “Slide like your foot is in ice-cream” Any chance you get, use imagery and comparisons.
7. There will be children that decide they do not want to participate in a certain activity, or do it the way you want them to. **THAT IS OKAY!** It’s a creative movement class, so let them interpret the directions how they want-within reason (safety is always a priority). And if they simply do not want to do the activity, don’t make them. Allow them the freedom to sit by and observe. They’ll see all the fun everyone else is having and want to eventually join in
8. All ballet technique movements are done in parallel. Their bones are not yet structured to turn out- so please, do not put them in turned out positions.
9. The Stretches and techniques should be repeated a couple of times before moving on to the next activity. Ex- Do between 4 and 8 pliés before moving on to the next activity, as opposed to just one plié
10. Stay encouraging! What you say to these kids now will affect them for the rest of the day, or even their life, so make a positive impact. Continuously remind them that they are beautiful and loved and created in the image of God.

# CREATIVE MOVEMENT LESSON PLANS

# SEPTEMBER

**Theme: David and Goliath**

**Props:**  
**Carpets/tape for each Student**

*"The Lord doesn't save by using a sword or a spear. And everyone who is here will know it. The battle belongs to the Lord. He will hand all of you over to us."  
1 Samuel 17:47*

## **Sitting On Carpets:**

**Roll Call:** Call each child's name, then have them jump up SUPER high and sit down when they hear their name

## **Discuss Importance of Warming up muscles before dancing**

**Placement:** Teach children about proper body placement when dancing: *Necks should be long like a giraffe, shoulders down, back straight like a ruler*

## **Clap to the beat of the music and all together count out to 8 on the musical beats**

**In Pike position:** sitting on ground, legs glued together straight in front you

### **-Straighto Greato vs. Sloucho Goucho**

Show the difference between sitting nice and tall with bellies in and shoulders down vs. slouching over. Say "Straighto Greato" when sitting straight and "Sloucho Goucho" when slouching over

### **-"Hello toes/ Good-bye toes"**

Point toes to the ground, flex toes to the ceiling, and say "Hello toes, Goodbye toes" as they go up and down

### **-Reach up and over to toes**

make sure heads stay down and knees are straight

**Peanut Butter and Jelly Feet-** pretend to put peanut butter and jelly on bottoms of feet and stick them together. Bend over towards toes and take "Bites" out of the sandwich. Sit up. Repeat

**"On My Way"  
Phil Collins**

## **Standing:**

**“Hallelujah”  
Tori Kelly**

**Pliés:** Plie means “to Bend.” “Glue” feet and legs together. This is called parallel 1st. Bend knees and keep feet flat on ground. Straighten. Repeat.

**Relevé:** Relevé means “to rise”. Rise onto the balls of the feet, as tall as you can go. How long can you balance?

**Practice going from a plié straight into a relevé.**

**Hands as Paintbrushes-**staying on their carpet, pretend to dip hands into paint and paint anything they want with their hands in the air. At the end of the song, ask each student what they drew.

**HAMSTRINGS!** have students put hands on their hamstring and get them to repeat the name of this BIG muscle.  
“This is my hamstring”

**1-2-3 Bottoms Up-** start in a “squatting” position, toes and knees are glued together. Lightly bounce 1-2-3- then with hands remaining on the floor, push bottoms to the ceiling. Keep hands as close to the floor as possible. *Point out that they are stretching their hamstring in this position*

**Stack Carpets:**

**Pantomime-** explain that a pantomime is acting with only their bodies, no words or noises allowed.

**Pantomime Game: Dance like you’re \_\_\_\_\_**  
Happy, sad, mad, scared, surprised, excited, then let them dance however they want if there’s music left.

**Dance- A- Story:** Read a very short, child’s version of David and Goliath. Have children pantomime the actions of the characters while it is being read.

**Better When I’m Dancing”  
Meghan Trainor**

**Across the Floor:**

**“Shine Your Way”**  
**Alan Silverstri**

**STEP HOPS-** take a step then hop on just that one leg, repeat all the way across the floor, switching legs

**HOPS ON 2 FEET— AND THEN ON ONE FOOT**

**Walk as BIG as the giant Goliath, then as tiny as a David**

**GOOD-BYE DANCE-** Dance like David from the story would have danced after defeating the giant.





**Theme- Joseph and his Coat of many colors**

**Props needed-**  
**-carpets/tape for each student**  
**-multi colored fabric squares**

“The LORD is my light and my salvation-whom shall I fear? The LORD is the stronghold of my life- of whom shall I be afraid? Psalm 27:1

**Sitting On Carpets:**

**Pretend to be popcorn popping, leaves shriveling, pumpkins growing, oranges squeezing, cheese melting**

**Discuss difference between Personal Space and General Space**

- Personal Space:** to have enough space to freely move without hitting another dancer
- General Space:** The entire space of the room

**Placement-**Ask to see what their proper placement looks like from last month –backs, bellies, shoulders.

**Clap to the beat of the music and all together count out to 8 on the musical beats**

**Stretch and close in-** balancing on bottoms, stretch arms and legs as big as possible, then close into a tight ball.

**In Pike position:** sitting on ground, legs glued together straight in front you

**-Straightto Greato VS Sloucho Goucho**

**-rolling each ankle to Spell “Joseph” in the air**

**-walking down to toes-** walk hands down legs to eventually reach for toes while counting to “12” for how many brothers Joseph had.

**“Prolouge”  
Joseph and the  
Amazing Technicolor  
Dreamcoat**

**Butterfly-** put soles of the feet together and flap knees like they're a butterfly. Pretend to fly somewhere and every time the butterfly lands, have students put their head to their toes, before the butterfly takes off again.  
Same position as "Peanut Butter Jelly Feet"

**Standing:**

**"Any Dream Will Do"  
Joseph and the  
Amazing Technicolor  
Dreamcoat**

**Pliés:** Plie means "to Bend". "Glue" feet together and legs together. This is called parallel 1st. Bend knees and keep feet flat on ground. Straighten. Repeat.

**Relevé:** Relevé means "to rise". Rise onto the balls of the feet, as tall as you can go. How long can you balance?

**Practice going straight from a plié into a relevé**

**Plié, JUMP (Sauté )-** Hands on hips and demonstrate how to keep straight legs and pointed toes while jumping in the air. Show "Quiet feet"- we don't want to land like elephants!

**QUADS!** -have students put hands on their quad muscle and get them to repeat the name of this BIG muscle.  
"This is my quadricep"

**1-2-3 Bottoms Up-** start in a "squatting" position, toes and knees are glued together. Lightly bounce 1-2-3- then with hands remaining on the floor, push bottoms to the ceiling. Keep hands as close to the floor as possible.

**1-2-3 JUMP-**Same as above, but jump after saying 1,2, 3. *Point out that they are using their Quadriceps muscles when they jump up*

**"Josephs Dream"  
Joseph and the Amazing  
Technicolor Dreamcoat**

**Hands as Paintbrushes-** The bible teaches us about a boy named Joseph who had many dreams from God. Similar to last month, have students paint a picture of one of their dreams

## Stack Carpets:

**Jacobs Sons/Joseph's Coat"  
Joseph and the Amazing  
Technicolor Dreamcoat**

**Josephs Coat-** Joseph was a boy who had a coat of many colors. Pass out pieces of fabric. Have students move fabric like Joseph's coat would have moved when he danced. Can it squiggle from side to side? Go in a circle? Go up in the air and to the ground? Explore how many different ways they can move the fabric.

**Pantomime-** ask a student to tell you what a pantomime is.

**Dance- A- Story:** Read a very short, child's version of Joseph and the Technicolor Dream coat. Have children pantomime the actions of the characters while it is being read.

## Across the Floor:

**"The Joseph Megamix"  
Joseph and the  
Amazing Technicolor  
Dreamcoat**

**Relevé Walks-** have students pretend to put on "prince" or "princess" crowns and walk on balls of their feet like royalty across the floor

**Sneak-** how small can the child walk as they go across the floor?

**Gallops-** teach child how to gallop across floor

**GOOD-BYE DANCE-** Dance like you're Joseph after he overcame all of his obstacles

# November

Theme-Thankfulness

Props needed-  
-carpets/tape for each  
student

“Oh give thanks to the Lord, for he is good; for his steadfast love endures forever!” 1 Chronicles 16:34

**Sitting On Carpets:**

**Gallop to carpet and have a seat when name is called**

**Review Personal Space Vs. General Space**

**Review importance for warming up muscles**

“How is your \_\_\_\_\_ supposed to be?”-review proper placement of body parts. I.E Back, belly, shoulders, Neck

“Chim Chim Cher-Ee”  
Matthew Garber

**Pike position:** Children have done this position for the past two months. Now share with them the proper name “pike position”. *Anytime you are teaching a child a new position, have them repeat after you.* EX: Everyone put your legs straight out in front of you and glue them together. Put your hands in your lap. This is called PIKE POSITION. Can you say it with me?

**Rolling Ankles-** Same as last month, roll ankles to spell “Thankfulness” then have each child tell you ONE thing they are thankful for

**Reach up and over to knees-** count to 5, give knees a big kiss before coming back up. Repeat

**Stretch and Close in-** balancing on bottoms, stretch arms and legs as big as possible, then close into a tight ball.

**Bow and Arrow Stretch-**sitting “criss-cross applesauce” or “Indian Style,” curve your back so the nose goes towards the toes. Then on the count of three, “ping” to a straight back- just like a bow and arrow.

**Standing:**

**“Just around the Riverbend”  
Pocahontas**

**Plié/Relevé:** Making a small combination, do three plies, then the fourth rise into a relevé and balance for 8 counts. Repeat.

**Plié, JUMP!**- Keep working on having “quiet feet”

**Tendu-** Tendu means “To Stretch.” From first parallel, slide foot out in front of you so only the toes are touching the ground then slide foot back in. Try it to the side. Be sure to do both feet

**Calves!** have students put hands on their calf muscle and get them to repeat the name of this BIG muscle. “This is my calf”

**1-2-3 Bottoms Up and 1-2-3 JUMP-** try verbally guiding them through this activity

**“I Will Wait”  
Diego Luna**

**Hands as Paintbrushes-** Have students paint what they are thankful for, this time also allow them to dip other parts of their body in the Imaginary paint as well such as toes and elbows.

**Stack Carpets:**

**“If I didn’t Have You”  
John Goodman**

**Thanksgiving Pantomime:** Act out your Thanksgiving dinner! Begin with prayer, then carving the turkey, putting food on your plate, passing the dishes, and best of all, eating the food!

**“Steady as The Beating Drum”  
Pocahontas**

**Dance like \_\_\_\_\_:** Scarecrow, Indian, turkey, pumpkins, leaves

**Different ways to Jump:** Have students experiment with different ways they can jump- In place on two feet, one foot, big, little, then try doing those but moving around the room same jumps

**Across the Floor:**

**“Something Wild”**  
**Linsey Stirling**

**Relevé Walks-** Same as last month, but this time, put a piece of tape on all the way across the floor and have students walk on relevé on the tape. Careful not to fall off!

**Roll like a pumpkin across the floor**

**Step Hops-** take a step then hop on just that one leg, repeat all the way across the floor, switching legs (skipping)

**GOOD-BYE DANCE-** Dance like leaves falling to the ground and blowing in the wind

# December

**Theme-Giving and the birth of Jesus**

**Props needed-**  
-carpets/tape for each student  
-Jingle Bells

“For to us a child is born, to us a son is given; and the government shall be upon his shoulder, and his name shall be called Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace” Isaiah 9:6

## **Sitting On Carpets:**

**Jesus’ Manger-** Using different parts of the body, pretend to be Mary and Joseph getting Jesus’ manger ready. Ex- Stacking hay, sawing wood, hammering together manger, putting away the animals and anything else you might think of!

**Melt like Snow-** how would a snowman melt to the ground?

**Show me PIKE POSITION**

**“How is your \_\_\_\_\_ supposed to be?”**-review proper placement of body parts. I.E Back, belly, shoulders, Neck

**Hello Toes/Good-bye Toes-** Point toes to the ground, flex toes to the ceiling, and say “Hello toes, Goodbye toes” as they go up and down

**Reach up and over to knees-** count to 5, give knees a big kiss before coming back up. Repeat

**Stretch and Close in-** balancing on bottoms, stretch arms and legs as big as possible, then close into a tight ball

**“Waltz of the Flowers”  
The Nutcracker**

**Make Hot Chocolate!** This is an imagery exercise to teach and implement a very important stretch. From pike position, open legs wide. Big open space between the legs will be their imaginary pot. First, heat up the pot, and put water inside. Then add the chocolate, and mix it all up. Before you're finished, don't forget to sprinkle on the marshmallows! Reach hands as far forward as possible, with heads down, and have children "drink" their hot chocolate

**MUSCLES:** Review location of Hamstrings, calves, and quads

**Standing:**

"Oh Holy Night"

**Plié/Relevé/Balance:** Making a small combination, do three plies, then the fourth rise into a relevé and balance for 8 counts. Repeat.

**Plié, JUMP!**-Work on really having pointed toes in the air

**Tendu-** Four tendus front, side, and back on each foot.

**Tendu, Pique-** Pique means to "prick". Sliding out into a tendu, then add a little "prick" with the toes, quickly leaving the floor-maybe an inch or two- then putting it back down. Then sliding back into first parallel. Have students say "Pique" when picking foot up and putting it back down.

**2<sup>nd</sup> Position-** feet stay parallel, but feet are now shoulder width distance apart. Toes and knees should be facing forward.

**Plié, Relevé, Balance in 2<sup>nd</sup> Position**

**1-2-3 JUMP-** how high can students get?

**1-2-3 POSE-** same as above, except have them jump into any pose they want. Have them hold it still like statues. Repeat using different pose

**Stack Carpets:**

"Jingle Bell Rock"

**Round About-**Have students hold hands in a circle. Practice walking clockwise and counterclockwise in a circle. Try making the circle very small then very large. Practice safely running and galloping in the circle



**Winter Pantomime:** Act out your different things that happen during winter such as building a snowman, skiing, ice-skating, etc.

**Drummer Boy Dance:** *have students pretend to beat a drum to the beat of the music. Then begin to move a different body part to accent the beat*

“Little Drummer Boy”

**Across the Floor:**

**Prance like Reindeer-** having children hold jingle bells, they will prance across the floor with knees lifting high and toes pointed

“Rudolph the Red-nosed Reindeer”

**Toy Soldier March-**pretend to be a toy soldier walking across the floor

**Story-time:** Have students sit down, and share with them a segment of the birth of Jesus and the importance of Christmas. Share a different part of the story each week

**GOOD-BYE DANCE:** Dance like the three Wise Men bringing baby Jesus gifts.

# JANUARY

**Theme-The Good Samaritan**  
**Props needed-**  
**-carpets/tape for each student**

“Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and, ‘Love your neighbor as yourself.’”  
Luke 10:27

## **Sitting On Carpets: Arranged in a circle**

**Roll call:** When name is called, reach way up high, grab a smile out of the sky, put it on and smile at your neighbor

**Melt like Snow-** show how all the snow melts

**“How is your \_\_\_\_\_ supposed to be?”**-body placement review

### **Show me PIKE POSITION**

**Point/flex toes-** Same as “Hello toes/goodbye toes”, have students say “point” when they point their toes to the ground, and “flex” when they flex their toes to the ceiling

**Grab Sunshine-** staying in pike position, pretend to reach and grab sunshine out of the sky, then reach for your toes, sending the sunshine to their friend across the circle.

**Roast Marshmallows-** the same thing as last month’s “make hot chocolate,” but now are roasting marshmallows, and they have to reach to the fire way out in the middle, staying in that stretching position

**Laying with Backs on floor-** pretend to ride a bicycle, put your toes behind your head (straight knees), make a snow angel, walk a tightrope.

**BICEP:** show your students where their bicep muscle is

**“A Dream is a Wish  
your heart makes”  
Lily James**

**Standing:**

**“Best of Friends”  
Fox and the  
Hound**

**Plié/Relevé/Balance:** Same as last month but this time balance with arms out to the side instead of on hips

**Plié, JUMP !**-Same as last month, but this time call the jump the proper name “Sauté” have students repeat the name

**Tendu with Pique-** try going front, side and back, with 4 piques in each position

**Plié, Relevé, Balance in 2<sup>nd</sup> Position**

**Echappés-** Echappé means “to escape” almost like a jumping jack, feet jump from first parallel into second parallel, then back to first. Repeat.

**Passé-** one foot draws up the opposite leg so the big toe touches the inside of the opposite knee. Both knees should be facing directly forward. Pretend to be flamingos standing tall on one leg

**Grand Battement-** Grand Battement means “Big Beat”. From first parallel, do a big kick to the front, ending back in first. Remind students to keep backs and supporting leg straight.

**Stack Carpets:**

**“Let it Go”  
Frozen**

**Dance-A-Story-** read a shortened version of The Good Samaritan and have the students act out the different characters while you read.

**Freeze Dance-** shout out a winter item for the children to dance like-such as a snowman, reindeer, snow, wind, etc.- then have them freeze like a statue every time music is paused.

**Across the Floor:**

**“You’re Never Fully  
Dressed Without a  
Smile” Sia**

**Prance:** Same as last month, just without the jingle bells. Have children put hands on their hips, trying to get knees high and toes pointed

**Skips:** Have children find the passé position, jump on the supporting foot, then step and repeat onto the other leg. Which creates the skip movement across the floor

**Grand Battements:** have child practice same grand battements as before but this time traveling across the floor

**GOOD-BYE DANCE-** Have students find a partner and dance happily with each other

# February

**Theme-**The Parable of the sower  
**Props needed-**  
-carpets  
-Ribbon

“For whoever has, to him more shall be given, and he will have an abundance; but whoever does not have, even what he has shall be taken away from him.”  
Matthew 13:12

## Sitting On Carpets:

**The Gardener:** Standing on their carpet, have students pretend to plant their own garden. Dig the hole, plant the seeds, cover the hole, water the plant, the sun comes out, the flower grows tall

**Trunk and Limbs:** pretend to be a tree. Show students where their trunk is- that would be from their neck down through their feet. Explain to them that this part of their body is STRONG like a tree trunk. Then show them their limbs- this is their arms and head. Pretend the wind is blowing and have their limbs go in all directions, while their trunk stays strong.

**Chant:** Have students repeat this chant line by line after you, while doing the movements to represent each line:

*Reach up High*

*Reach Down Low*

*Reach to the ceiling*

*Then down below*

*Reach to the Left*

*Reach to the Right*

*Way up high*

*And out of sight (sit down on carpet and pretend to hide)*

**Grab Sunshine-** staying in pike position, pretend to reach and grab sunshine out of the sky, then reach for your toes.

**Crane Legs:** in pike position, lift one leg straight into the air at a time. Pretend to crank the leg up using the opposite hand. Once the leg is in the air, do two big ankle circles then lower the “crane” down slowly” Repeat with the other leg

**Backs on Floor:** Keeping legs straight in front of you, try to sit up using your abdominals to see your toes. Say “hello toes” then gently roll back onto the ground, repeat. This is an introduction to their tummy muscles.

“Winter”  
Vivaldi-4 seasons

**Abdominals:** have children point to their stomach and say “These are my abs”

**Seed to Flower:** Have each child curl up into a ball like they are a seed. Come around to each student and pretend to put water on them. Then have the student grow-all the way to standing- into a beautiful flower.

**Standing:**

“Stuck on You”  
Elvis Presley

**Plié/Relevé/Balance in first and second**

**Plié/Sauté:** same as previous months, but this month, try doing a fourth of a turn in the jump to face another wall. Repeat so you face all 4 directions. Try it again doing half of a turn

**Echappes:** work on keeping back straight and quiet feet

**Tendu/Pique:** try going front, side and back, with 4 piques in each position

**Degage:** Degage means “to disengage” Beginning as if going into a tendu, but foot brushes and immediately releases 1-2 inches off of the floor, then returns to first parallel

**Passé:** same as last month, but have them balance on each leg for 8 counts before switching

**Stack Carpets :**

**Dance-A-Story-** Read the Parable of the sower- Matthew 13: 3-9 while children act out the different parts of the seeds using pantomime. Afterwards, have children sit down and read Matthew 13:18-23, which explains what the parable is about. Spend a moment to ask the children what they understood from the story

“Colors of the  
Wind”  
Pocahontas

**Wind Dance:** similar to freeze dance, when the music plays, the children will pretend they are the seeds and the wind is blowing them away. When the music stops, they gently fall to the ground until the music begins again.

**Walking on Sunshine”  
Aly and AJ**

**In a circle:** holding hands, march in and out of the circle as a group, beginning with a specific leg. March on the beat of the music

**Ribbon Dance:** give each student a ribbon 2-3 feet long and tell them to create a dance using their ribbon. Ask to see each student’s dance- do not allow more than 2 minutes to create. Collect ribbon from each student after their dance is shown

**Across the Floor:**

**“Learn Me Right”  
Brave**

**Skips:** encourage student to jump as high as they can when skipping

**Grand Battements:** continue to reinforce a straight back and straight legs

**Chase:** Facing sideways and hand on their hips, demonstrate to students how to slide into their second plie and hop bringing legs together in the air then immediately going back into their slide when they land.

**GOOD-BYE DANCE-** *Have students dance like the flower God has created them to be*

# MARCH

**Theme-The Creation, Genesis 1**  
**Props needed-**  
**-carpets/tape for each student**  
**-1 blue fabric sheet**

"Let Us make man in Our image, according to Our likeness; and let them rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth." Genesis 1:26

## Sitting On Carpets:

"I want be Like You"  
The Jungle Book

**Spring has Sprung:** Act out all the things done in spring such as flying kites, planting flowers, going to the playground, eating ice-cream, anything else you can think of

**Swing it out :** see how many body parts you can swing: Head, arms, trunk, legs, whole body, etc.

**Hands as Paintbrushes-** same as previous months but paint what the heavens and earth look like. Explain it is God that created those.

**Find the heartbeat:** explain to them that God created humans, and He gave us a heartbeat. Have students find it! Then explain to them that certain things, such as dancing makes the heart beat go faster.

**"Heads, Bellies, Knees, and Toes":** sing and do the actions for the song "head, bellies, knees, and toes, to point out all the different body parts that God created for us. Challenge the kids by repeating the song but going faster. How fast can they go?

**Sunshine to Darkness:** In pike position, reach up and grab the sunshine, as in previous months, but this time explain how God created the sunshine. Then curl up into a tiny ball, keeping heads down and explain how God also created darkness

"I see the Light"  
Tangled

**Crane Legs:** in pike position, lift one leg straight into the air at a time. Pretend to crank the leg up using the opposite hand. Once the leg is in the air, do two big ankle circles then lower the "crane" down slowly" Repeat with the other leg



**Backs on Floor:** Keeping legs straight in front of you, try to sit up using your abdominals to see your toes. Say “hello toes” then gently roll back onto the ground, repeat.

**Cat/Cow:** On hands and knees, send back to the ceiling, creating a cat position. Then send belly to the floor to create the cow position. Explain that God created the animals

**Seed to Flower:** same as last month, but explain how God created the plants and flowers

**REVIEW:** Have children find their Biceps, Triceps, and abdominals

**Standing:**

**“When We’re Human”  
Anika Noni Rose**

**Plié/Relevé/Balance in first and second**

**Plié/Sauté:** Changing to face different walls

**Echappes:** work on quiet feet and straight backs

**Tendu:**4 tendus in each direction on each foot

**Pique:** 4 piques in each direction on each foot

**Degagé:** 4 degagés in each direction on each foot

**Passé/Balance:** balance on each foot for 8 counts. Can they rise onto relevé?

**Pas De Chat:** means “step of the cat”. Staying in Parallel first, work on bringing both knees, one at a time towards the chest, during one jump.

**Stack Carpets :**

**“How Far I’ll Go”  
Moana**

**The Sky:** Let the students pretend to be birds flying around the room. Ask them to flap their wings at different speeds, starting slow, then getting faster

**The Sea:** have students grab an edge of the blue fabric. Shake it together like the ocean. Throw a ball or two on the fabric and see how wild the class can make the “water”

**Wind Dance:** Same as last month and explain how God created the sky and the sea and wind

**Dance-A-Story:** Read a short version of Genesis 1 and have the children act out the creation scene using pantomime.

**Across the Floor:**

**Bourees:** Very tiny steps in parallel on tiptoes, with one foot leading all the way across the floor

**Skips:** encourage students to point their toes as they jump in the air

**Grand Battements:** continue to focus on straight legs and backs

**Chase:** Same as last month. Have children face each other in pairs and hold hands while they do this activity

**GOOD-BYE DANCE-:** Have students dance like one of God's creations.

**"Let it Grow-Celebrate  
the World"  
Ester Dean**



**Theme- Noah's Ark**

**Props-**

**-carpets/tape for each student**

**-1 blue fabric sheet**

**-long rope**

"This is the day the Lord has made. Let us rejoice and be glad in it"  
Psalm 118:24

### Sitting On Carpets:

"Sunshine, Lollipops,  
and Rainbows"  
Lesley Gore

**8 counts:** standing in place, do each of these movements counting down from 8: bounce, twist, shake, swing, sway.

**Melt:** count down from ten and have students slowly melt to the floor, using all 10 counts.

**Rainbow Toes:** in pike position, flex the feet and open the toes towards the ground, keeping the heels together. This creates a rainbow shape.

**Rainbow Reach-** sitting with soles of the feet glued together, stretch and reach as far as you can to the left, keeping both sit bones on the ground, then switch to the other side. It's almost as though you are painting a rainbow in the sky.

**"Row Your Boat":** Staying in pike position, begin to sing "Row, Row, Row your boat". Hold both hands out to the side and pretend you are rowing the boat as you start to descend to the floor, then row yourself back up to sitting. This is another abdominal exercise.

**Cat/Cow:** Same as last month, but this time make cat and cow noises as you enter each position.

**Donkey Kicks:** Staying on all fours, kick one leg towards the ceiling. Repeat 8 times then switch legs. Make donkey noises.

**Frog Stretch:** Laying on bellies, put the soles of the feet together to create a diamond shape. Hang out on the lily pad for a while and make some frog sounds.

**REVIEW:** Where is your heartbeat? Ask if it is going fast or slow

"Little April Showers"  
Disney Chorus

**Standing:**

**“A Spoonful of Sugar”  
Mary Poppins**

**Plié/Relevé/Balance in first and second**

**Tour-** “Tour” means turn. Similar to a sauté, begin in a plié position, but when you jump, make a full rotation in the air.

**Degage:** four going front, side, and back, then switch legs.

**Pique:** 4 piques in each direction on each foot

**Degagé:** 4 degagés in each direction on each foot

**Tombé:** “Tombé” means to fall. Tendu leg forward and lunge on it, then immediately push off the same leg to return to the parallel position

**Passé/Balance:** balance on each foot for 8 counts. Can they rise onto relevé?

**Pas De Chat:** work on bringing the knees as high as they can in the jump with pointed toes.

**Arabesque:** “Arabesque” means Moorish ornament. In parallel first, tendú one leg back then lift is as high in the air as it can go while keeping legs straight and back upright. Count to ten while the leg remains in the air, then switch legs.

**Stack Carpets:**

**“Circle of Life”  
The Lion King**

**Being VS Doing:** Show the difference:

Be a bubble VS Blowing a bubble

Waves VS Surfing

Splash VS swimming

**Push VS Pull:** pretend to push a heavy object across the floor, then pretend to pull an object across the floor

**Mirror Partner Dance:** Pair children up facing each other. One person will be the mover and the other the mirror. Have mirrors try to move exactly like the mover at the same time to look just like them. Encourage the movers to move slow and big. Little, jerky movements will be hard to keep up with. Switch Roles

**Dance-A-Story:** Read a short version of Noah's Ark and have children act out the story.

**Across the Floor:**

**Pathways:** Use a rope to make a pathway: Zigzag, curvy, circular, etc. Then have students gallop along the chosen pathway.

**Ocean Blue:** Use the blue sheet to swoosh up and down with another student on the other side helping you. When it's a child's turn, have them dance under it. They want to try to not get caught in the waves.

**Leaps over the ocean:** Lay blue fabric on the ground and have students, one at a time, run and try to leap over the ocean.

**GOOD-BYE DANCE-** Going across the floor, in pairs, tell each pair of children what animal from Noah's Ark they will represent. Then have them walk like that animal with their partner out of the classroom.

**"Let it Grow-Celebrate  
the World"  
Ester Dean**



**Theme- a year in review**

**Props needed-**

**-Carpets or tape for each child**

**-Ribbons**

“My son, do not forget my teaching, but keep my commands in your heart”  
Proverbs 3:1

**Sitting On Carpets:**

**Pretend to Be:** popcorn popping, leaves growing, oranges squeezing, cheese melting

**Review Importance of warming up muscles**

**Review Personal Space and General Space**

**Review proper body placement:** Where should your \_\_\_\_\_ be? – belly, shoulders, back

**Sloucho Goucho vs. Straighto Greato**

**Hello Toes\ good-bye toes**

**Pizza Time!:** from pike position, open legs wide. Pretend to make a pizza. Roll out the dough, nice and big. Spread the sauce, sprinkle the cheese, then ask the kids what kinds of ingredients they should put on their pizza. Another imagery exercise to stretch the proper muscles

**Frog Stretch:** hang out on the lily pad for one minute

**Donkey Kicks:** how high can they kick their legs to the ceiling

**Hands as Paintbrushes:** have your students paint their favorite bible story, then ask them what it was and what it taught them

**Review:** Where’s your heartbeat?

Bicep?

Tricep?

Quad?

Calve?

Hamstring?

“Happy Working Song”  
Enchanted

“Happy”  
Pharrell Williams

**Standing:**

**“Strong”  
Sonna Rele**

**Review Dance terminology definitions and movements**

**-Plié:** to bend

**-Relevé:** to rise

**-Sauté:** to jump

**-Tour:** To turn

**-Echappes:** escape

**-Tendu:** to stretch

**-Pique:** to prink

**-Degage:** to brush

**-Passé:** to pass

**-Tombe:** to fall

**-Arabesque:** Moorish Ornament

**-Grand Battement:** Big Beat

**-Pas De Chat-** step of the cat

**Try to create your own combination to teach incorporating the different dance movements**

**Stack Carpets :**

**“Hawaiian Roller Coaster Ride”  
Lilo and Stitch**

**Freeze Dance:** have students dance how they want when music is on, but when the music pauses, have them freeze in different poses

**Ribbon Dance:** give each student a ribbon 2-3 feet long and tell them to create a dance using their ribbon. Ask to see each student’s dance- do not allow more than 2 minutes to create. Collect ribbon from each student after their dance is shown

**Review:** what is a pantomime

**Emotions:** Call out a different emotion and have students dance like that feeling. Ex-happy, mad sad, excited, scared, sleepy, hungry.

**Dance-A-Story-** Each week, pick one of the six bible stories that were told throughout the year, or pick your own story to have the children act out through movement

**Across the floor:**

**“Take you to Rio”  
Ester Dean**

- Relevé Walks**
- Bourrees**
- Skips**
- Grand Battements**
- Gallop**
- Chasse**
- Run and leap- like over the ocean**

**They can try all of these movements across the floor in different pathways**

**GOOD-BYE DANCE-** Hold hands in a circle, and ask each student to do their favorite dance move. Remind them that they are beautiful and loved.

*Since this is the last month of the season, it would be a good idea to present a certificate at the very last class as a way to say “Well Done!”*



## RECOMMENDED ADDITIONAL RESOURCES

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***Resources on developing children as dancers. Many include dance games and how to implement the arts in a creative discipline.***

1. *Early Childhood Creative Arts*; Overby, Lynnette Young; ISBN-0-88314-522-7  
Teaching younger children can sometimes be complicated. This book breaks down all three art forms (dance, art, and theatre) and shows how to introduce these art forms to children at a young age.
2. *Creative Dance for all Ages*; Gilbert, Anne; ISBN- 0-883-14-5324  
Creative Movement classes can be the hardest to plan. This book gives the breakdown between different warm ups and exercises then goes into the dance technique. It also gives different games and activities to play. The layout of the class remains the same, but the exercises can interchange.
3. *More Moving Experiences*; Benzwie, Teresa; ISBN-1-569-6-0322  
Each page in the book is a different movement exercise that children can play to experience dance. Exercises for children with special needs are also introduced.
4. *Teaching Children Dance*; Cone, Theresa; ISBN-978-1450402538  
Discusses why children dance and the benefits of them learning. It explores content they should be taught such as the body, time, and space.