

**Annotation on ‘Creative Dance in the First Three Grades’  
By Joyce Boorman**

**Chapter 2: The Ways in Which the Uses of Time and Energy are Developed in  
Every Action of the Body**

Key Quote: “Without change, movement tends to become dull and totally lacking in quality—and consequently lacking in expression (p.15)”

In this chapter, Boorman moves from an emphasis on action words to an emphasis on the quality of movement. Many actions from the first section re-occur but there is now added expression, through time and energy. Boorman looks at time and energy separately and then looks at how they can be developed together in a learning experience.

When Boorman looks at the factor of time, she talks about the importance of students understanding the two extremes of the time scale, sudden and sustained actions. Students will learn the ‘feel’ of these actions but will also be able to change from one extreme to the other.

When Boorman looks at the factor of energy, she talks about how when the time factor is changed, there is most likely muscular energy being used. Boorman says that students should experiment with the strong and light degrees of muscular tension.

Boorman says that when time and energy are combined we get actions such as, strong and sudden, light and slow etc. Students have “enlarged their movement vocabulary when they learn to control the elements of time and energy. (p.25)”

Boorman speaks about the importance of guiding students through the discovery of movements but of also letting students explore the movements on their own. Boorman presents us with lessons for grades 1-3 that work with using time and energy, through guided experience and also through the students’ own discovery. All of these lessons focus on movements that use the entire body.

Boorman says that when working with time and energy, it helps to use descriptive words to bring about the desired quality, such as, stroking, pushing, pulling

etc. Boorman says that “by working from the action, we are allowing greater freedom for a creative response from the children.”

This chapter provides some great lessons that use time and energy separately and together for all the primary grades. It was hard for me to see the actual progression from action words to the quality of movement (since I didn’t read chapter 1) and I would like to see where Boorman takes the movements next, but this chapter gives us a good look at how to add expression to actions through time and energy.

Boorman, Joyce. *Creative Dance in the First Three Grades*. Longman Canada Limited. pp. 15-31.