

Creative Dance in Grades Four to Six

Chapter 2 (Effort) -Joyce Boorman

“Communication is man’s [sic] greatest capacity and greatest need”.

Reference

Boorman, J. (1971). Creative Dance in Grades Four to Six. Don Mills, Ontario: Longman Canada Ltd.

Issue/ Focus

The focus of this chapter is to discuss the importance of qualities and textures of movement. The chapter discusses three qualitative movement sensations which children start to explore as they use action words. Also, there are eight lesson plans provided for grades 4-6.

Reasoning

The content of this book is based on the writings of Rudolf Laban. In the eight definitions the name given to each of the eight effort actions was done by Laban. In reconsidering why children should be educated in the use of these “effort” actions, it is essential to remember that movement is a fundamental form of communication.

Significant Information

The slipping into unselfconscious exploration and enjoyment of the quality of the action is an essential stage in children’s dance.

To expose students to other qualities and textures of movement will enrich their range and the store of movement qualities from which they can discover other forms of expression.

It is an enrichment and widening of the child’s qualitative movement that leads to greater expression in action.

The qualitative movement sensations which the children start to explore as they are using action words are listed below. The three sensations each have two extreme ends.

The movement sensation of time - urgency, suddenness vs. lingering, sustainment

The movement sensation of energy - strength, firmness vs. lightness, finetouch

The movement sensation of space - completely undeviating, directness vs. wandering, flexibility

Conclusion

Once children start combining all three motion factors (Time/Energy/Space) they will be exploring complete effort actions. In reconsidering why children should be educated in the use of these “effort” actions, it is essential to remember that movement is a fundamental form of communication. This chapter attempts to give teachers the necessary knowledge and understanding of the qualities of movement, to use them in an expressive way and to show some examples through lessons of how to present this material.

Personal Comments

This chapter provides the right balance of explaining what constitutes complete effort (Time/Energy/Space) and how to teach it to the class through lessons. The lessons are written in “teacher action language” and very detailed. As a student teacher I would use the information and lessons from this chapter to teach my grade six class about effort.