

Movement Remix! **Instructions for a Led Compositional Movement Exercise**

This is an exercise that will get your kindergarten through fifth grade students up and moving and help them explore creating movement on their own.

1. Give your students a prompt and ask them each, on their own, to come up with one movement based on the idea you have given them. This prompt may be anything: what they feel like when they wake up in the morning, their favorite food, birds, gloomy, a character from the book they read last week, a specific painting that you show them – ANYTHING! Then give them a couple minutes to come up with a movement based on this prompt. This movement needs to be something they can remember and repeat – and make sure they have repeated it at least a few times before you move on.
2. Once they have the first movement down, give them a new prompt and ask them to come up with a new movement based on this one. Make sure they are able to remember and repeat the new movement. Then have the students review their first movements to ensure they have not been forgotten.
3. Repeat this process as appropriate for the age group so that they end up with a maximum of five movements. I suggest fewer for the younger students (maybe even only one for kindergarteners) and more for the older students.
4. Have them put the movements they have created together so that they can move from one movement to the next. It is not necessary for them to keep the movements in the order in which they were prompted; however, once each student has figured out the order he/she/they wants to use, it should remain the same. Now they have each created their own movement phrase! If each, individual movement is a word, now they have created a sentence. Give them a few minutes to practice this phrase to ensure that they remember it and can repeat it.
5. Now let's remix! You will provide them with different tasks, each of which will adjust the phrases they have already created! This is important: the task should not lead them to create an entirely new movement in order to replace the movement they originally created. The exciting part about this is figuring out how to adjust the original movement to the task.

Possible tasks (these are just some ideas to start with; this list is by no means exhaustive):

- Speed up
- Slow down
- Reverse
- Go to the floor

- Put the movement created in a different body part than the one you were using
- Face a different way
- Make it bigger
- Make it smaller
- Rearrange the order of the movements
- Perform it in a circular manner
- Change levels with each movement

Give them time after each task is assigned to work with their phrases and figure out how, exactly, they will apply the task to their movements. For younger students, I suggest giving them one task and asking them to apply it to the full phrase. For older students, you might tell them to make one specific movement of the phrase slower, and then with the next task, keeping this change, have them take a different movement to the floor.

At the end of the exercise, you may want to have some students volunteer to show their original phrase vs. the remixed version, and have the group discuss how different students may have applied the same tasks in similar or different ways.