ALONZO KING LINES BALLET

HEART WITH LINES

LEVEL
low middle high

WARM UP: Brain Dance
- As you do **Brain Dance**, try alternating the LEVEL of each action to experience how the actions become different when they are done *low, middle* or *high*

EXPLORE:
- Play a selection of music that has mostly *high* sounds. Bells, flute or chimes can make a good choice. Dance along to the *high* sounds using *high* LEVEL movements like jumps, reaches, and tippy toe steps. (In ballet, steps high on the ball of the foot are called relevé.)
- Find a selection of music that has mostly *low* sounds. Bass drums, string bass, and trombone music can make a good choice. Dance along to the *low* sounds using *low* LEVEL movements like crawls, kneeling, hand crawls and crab walks. (In ballet, small and deep knee bends are called plié.)
- Find a selection of music that has all kinds of different sounds, *high, low* and *middle*. Dance along changing your LEVEL along with the changing LEVEL of the sounds.

LEVEL POEMS
- Create a 4-line poem, each with 6 one-syllable words.
- The first four words repeat and are something found in nature, i.e. plant, leaf, cloud, rock, etc.
- The last two words also repeat and indicate a movement or thing at a *low, middle* or *high* LEVEL.
- Try to get the last two words in the first two and last two lines to rhyme.
- Create movements that illustrate your words and dance those as you recite your poem.

For example:

Tree tree tree tree <u>tall tall</u> (high level)
Leaf leaf leaf leaf <u>fall fall</u> (high to middle to low level)
Plant plant plant plant <u>seed seed</u> (low level
Root root root root <u>deep deep</u> (very low level)

EXPAND
- Extend your poem to 8, 12 or even 16 lines. How many times can you change LEVEL?
- Try making your LEVEL movements different. How many different *high* LEVEL movements can you dance? What about *low* or *middle*?

- Have a partner watch you dance and see if they can describe the different LEVELS you are using when you move. What can you do to make your LEVELS clearer to your audience?
- Have a partner make their own LEVEL poem and try dancing them together. Are there similarities or differences?

REFLECTING
- Do you have a preference for *high, low* or *middle* LEVEL movements?
- Does this preference have anything to do with your choice of music?
- Do you notice a difference in how your muscles work when you are moving *high, middle* or *low*? Or how your breathing might change?

CLOSING
- Standing with your legs long and arms by your sides, take a deep breath in and stretch your arms high over your head, tipping your head so you can keep looking at your hands.
- As you exhale, open your arms, bend at the waist and put your hands on or near the floor. Try to keep your knees straight and relax your neck.
- Take another breath in.
- As you exhale, gently place your knees on the floor, sit back to your heels and rest your chest forward onto your thighs. Place your arms wherever they are most comfortable. Rest your forehead gently on the floor, or fold your hands underneath for more comfort.
- Rest.
- Repeat as you like.

SUGGESTED VIEWING
Dancer Talks At Home
HeART with LINES caught up with Alonzo King LINES Ballet company members Adji Cissoko, Lorris Eichinger, Ilaria Guerra, Maddie DeVries and Alvaro Montelongo to find out what they're doing during stay-at-home, what they're looking forward to and to ask them what they remember about their first experiences dancing as a kid. You can learn even more about the dancers here: https://linesballet.org/company/artists/

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Questions? Feedback? community@linesballet.org
More: Alonzo King LINES Ballet
HeART with LINES Distance Learning Videos
https://www.youtube.com/LINESBallet

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REFLECTION

- Color in or decorate the dancer below however you wish
- Add another dancer -- maybe it's you -- moving at a *high, middle* or *low level*
- Add a background to show where you are
- Write below a description of what you both are doing