

the number of steps as the space demands. Do this exercise with each girl establishing her own timing. Later the teacher establishes a common timing derived from the average of the group.

J. Strong and light. (Objectives 1, 3)

(1) Stand stride position. Strike forcefully forward with right arm, left arm, and repeat right and left. Rotate the trunk somewhat with the force of the striking movement and keep the legs and trunk taut throughout. Now reach forward lightly with the right arm, left arm, and repeat right and left. Rotate the trunk, letting the shoulder follow through into the reaching movement. The head should also follow through. In both strong and light units of this exercise keep the weight centered.

Timing: Counts 1, 2, 3, 4, strike right, left, right, left.
Counts 5, 6 reach right
Counts 7, 8 reach left
Counts 9, 10 reach right
Counts 11, 12 reach left

Accompaniment:

If using music, ask the accompanist to improvise $4/4$ time in three measure phrases. If using music already written, do 8 instead of 4 striking movements which will lengthen the exercise to 16 counts or 4 measures of $4/4$ time thus fitting into the usual 4 measure phrase of music.

(2) Do this exercise using the timing principles suggested in i (a) above.

(3) Devise patterns of strong and light locomotor movements as well as other non-locomotor movements.

(4) Experiment with strong, small movements and light, large movements and the reverse of this. Vary the timings of these movements.

(5) Develop a strong, vertical jump from a light, easy bounce, gradually making the bounce stronger and larger until the body is propelled into a low vertical jump; continue to increase the strength of the movement until the jump is as high and strong as possible for each girl in the class. Let each girl set her own speed for this exercise.

k. Fast and slow (Objectives 1 and 3)