

# Intro to Laban

Laban is a tool to help us create different character physicality.

**Character:** someone else we are pretending to be in a performance

**Physicality:** the way we use our bodies to **communicate** with our audience, to help them understand the story.

## 3 Basic Laban Components

Laban breaks our movement down into three components, *which is a technical term for “parts”*: speed, weight, and direction. We’re going to play with each of these to help us understand them.

**Component:** a part of something

### Part 1 (2 min)

Without filling out their papers, have students try to guess the opposite ends of the 3 “components” from the word bank (time: sustained  $\leftrightarrow$  quick; weight: light  $\leftrightarrow$  Heavy; direction: direct  $\leftrightarrow$  indirect).

### Part 2 (3 min)

Have students on their feet, moving in a small amount of space. If there isn’t space to move, have them use their arms and hands. Demonstrate how we move direct/indirect, and have students join you, trying one, then the other. Repeat this for the other two pairs.

Have students fill out this section of their graphic organizers.

## 8 Laban Efforts

Now, using these 3 components, we can create combinations. Each combination is called an “**effort**,” and each effort looks and feels different from the others.

### Part 3 (7 min)

Have students stand up. With your hands/arms, present an action in one of the Laban styles (eg. punch). Have students try and figure out of the action is light/heavy, direct/indirect, sustained/quick. Then have students write these down on their graphic organiser. Have students guess the name of this effort from the word bank – once they are correct, have them write it on their graphic organizer.

Repeat this for each remaining effort.

### Part 4 (3 min)

Have students make connection between their prior knowledge and the efforts – ask them to think of a character who might fit each of the efforts. (eg. punch might be a soldier, glide might be a queen).