

PATHWAY INCORPORATING MULTIPLE INTELLIGENCES

Ages: 6 to adult

Music suggestions are from *Music for Creative Dance (MCD)* Volumes 1, 2, 3, and 4 and *BrainDance Music* by Eric Chappelle. The following activities also strengthen other intelligences than the one subscribed to the activity.

Length

30 to 60 minutes

Warming Up (Bodily-Kinesthetic Intelligence)

BrainDance: Dancers perform the eight BrainDance patterns seated or standing. As you go through each BrainDance briefly discuss the mind-body connections for each pattern (see Warming Up in chapter 4 for more information). *Suggested music:* *BrainDance Music*, #4 or #8-16 or your own vocal instructions.

Introducing the Concept: *Pathway*—straight, curved, zigzag. Dancers read and say the words as they physically demonstrate the concept of *pathway*.

Exploring the Concept

For a 30-minute lesson, choose one of these activities. For a 60-minute lesson, choose two or three activities.

Exploring the Concept (Spatial Intelligence)

Dancers draw different pathways on paper as they listen to music. The papers are then placed on the floor, and the dancers respond to the music and the drawings by moving in various pathways between and around the drawings. *Variation:* Groups of three to five dancers sit around large sheets of chart paper and draw communal pathway pictures. Hang the pictures on the wall, and have dancers illustrate their own and others' drawings through movement. *Suggested music:* MCD Vol. 2, #7.

Shaping: Pathway Fences (Interpersonal Intelligence)

One at a time, dancers connect to one another in a line (in straight shapes) creating a straight "fence" line of shapes. Dancers dance along the fence before connecting to the last person in the line. When all dancers have connected, the first dancer dances along

the fence to connect to the last dancer and the fence continues until directed to stop. Dancers try creating curved, meandering fences and zigzag fences, using curved and zigzag shapes and movements. Dancers must focus on and relate to the other dancers so that the correct pathway is created. *Suggested music:* MCD Vol. 3, #16.

Reflection (Intrapersonal Intelligence)

"Discuss with a friend which pathway you thought was easiest (*or hardest*). Why do you think that is so?"

Instruments (Musical Intelligence)

Dancers move in straight and zigzag pathways on the 4/4-meter music and curved pathways on the 3/4-meter music while playing rhythm instruments (or without instruments). *Suggested music:* MCD Vol. 3, #4.

Developing Skills

Choose the age-appropriate activity for your students.

Combining Movements for Preschool and Primary Ages (Linguistic Intelligence)

Explore different movements traveling in different pathways to the tune of "Brother John."

Walking straight path, walking straight path; hop, hop, hop; hop, hop, hop.

Running, running curvy; running, running curvy; now we stop; now we stop!

Sliding zigzag, sliding zigzag; jump, jump, jump; jump, jump, jump.

Running, running curvy; running, running curvy; bump, bump, bump; bump, bump, bump.

Turning straight path, turning straight path; creep, creep, creep; creep, creep, creep.

Running, running curvy; running, running curvy; now we sleep; now we sleep.

Combining Movements for Ages 7 and Above (Mathematical Intelligence)

Students help create a movement phrase such as *hinge slide (8 counts)*, *turn (8 counts)*, *zigzag jumps (8 counts)*, *curvy run (4 counts)*, *spring (2 counts)*, *freeze in a shape (2 counts)*. With advanced students, explore more complex phrases in 5/4 meter, mixed meter, or syncopation.

Creating (Naturalist Intelligence)

Choreography

If possible, dancers go outside to create site-specific ABC pathway dances relating to natural objects such as trees, rocks, leaves, and streams. Natural objects may also be used to create accompaniment. If it is not feasible to go outdoors, dancers look at natural objects brought into the classroom: a leaf that has straight lines, a shell or rock that has curved lines, and a twig that has zigzag lines. Dancers put these objects into an order and create an ABC dance based on the pathways and textures of these objects.

Option (if time does not allow for choreography): Dancers improvise movements outdoors at one specified site or improvise movements indoors as the teacher holds up each object.

Cooling Down (Interpersonal and Intrapersonal Intelligence)

For choreography: Each group performs their dance, and the other groups tell in what order the objects or pathways were performed, what unique movement choices were made, and what other concepts were used.

For improvisation option: Sitting in self-space with a partner, one dancer slowly draws three pathways on the partner's back. Then they switch roles.