

FLOW

Ages: Parent-child and 3 to 6

When the lesson plan states “Exploring the Concept 8: Move and Balance,” locate that activity in chapter 16 for a full explanation.

Music suggestions are from *Music for Creative Dance (MCD)* Volumes 1, 2, 3, and 4 and *BrainDance Music* by Eric Chappelle.

Length

30 to 60 minutes

Warming Up

Quick Warm-Up (optional for a 30-minute lesson): Manipulating small scarves, dancers respond to music with free and bound movements. *Suggested music:* MCD Vol. 3, #8.

BrainDance: Seated or standing with rhymes emphasizing free and bound movements. *Suggested music:* *BrainDance Music*, #17-26, spoken rhymes, and simple songs or cues.

Introducing the Concept: *Flow—free, bound.* Dancers read and say the words as they physically demonstrate the concept of *flow*.

Exploring the Concept

Choose one of these activities for a 30-minute lesson.

Exploring the Concept 8: Move and Balance

Dancers move with free flow as astronauts in outer space, then they stop and balance while turning into robots. Then they move with bound flow. Dancers continue to alternate free-flow and bound-flow movement. Add stretchy streamers for visual and tactile stimulation. The streamers are held in one hand and moved freely by the astronauts. They are held in two hands and alternately stretched and relaxed by the robots. Add a *boing, boing* sound for fun. *Suggested music:* MCD Vol. 1, #1.

Shaping 2: Freeze and Melt

Dancers move with free flow, like water, until the music starts to “freeze” up. Then the dancers start to freeze until they are completely frozen. Then the sun comes out and they start to flow again. Cue various types of water flow such as waterfalls, rivers, whirlpools, or oceans. During the freezing/bound-flow section, dancers connect with other dancers into iceberg shapes, snowflakes, or glaciers. You may add props for variety. *Suggested music:* MCD Vol. 1, #4.

Instruments 3: Pause

Dancers play instruments while moving, then they freeze and are silent on the pauses in the music. Cue changes in level, size, direction, and energy as well as a variety of locomotor movements. *Suggested music:* MCD Vol. 3, #2.

Reflection

“Hold a still shape if you thought dancing with bound flow was harder than free flow. Wave your arms freely if you thought free flow was harder.”

Relaxation and Alignment

May be included in a 60-minute lesson. Refer to *Cooling Down* (Chapter 4). *Suggested music:* MCD Vol. 3, #7.

Developing Skills

For a 30-minute lesson, choose one of these activities.

Combining Movements 2: Cinquain

Read the cinquain (with pauses between words) as dancers illustrate each word in their own way. You could repeat the third line several times.

Water

Free, bound

Swirling, rippling, dripping

Water held still by dams

Flowing again

Leaping 4: Scattered

Dancers leap freely over spots or cones scattered around the room on the 4/4-meter music. Dancers form bound shapes near, on, or over spots or cones on the 3/4-meter music. Suggest curved, angular, twisted, wide, narrow, low, and high shapes. *Suggested music:* MCD Vol. 3, #4.

Creating

Exploring the Concept 10: World Music (Variation)

Dancers move through the space, reacting to the music with free-flow and bound-flow movements. Dancers could hold two small pieces of plastic as they dance. *Suggested music:* MCD Vol. 3, #20.

Cooling Down

Mirroring: Dancers mirror your free-flow and bound-flow movements in silence.