

PATHWAY

Ages: Parent-child and 3 to 6

When the lesson plan states, “Exploring the Concept 4: Drawing,” locate that activity in chapter 10 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 move in different pathways that you cue. *Suggested music:* MCD Vol. 4, #14.

BrainDance: Seated or standing with rhymes emphasizing pathway vocabulary. *Suggested music:* *BrainDance Music*, #17-26, spoken rhymes, or simple songs or cues.

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

Exploring the Concept

Choose one of these activities for a 30-minute lesson; choose two or three for a 60-minute lesson.

Exploring the Concept 4: Drawing

Dancers draw different pathway designs on paper as they listen to the music. As the music is replayed, dancers dance the designs. Individual dancers may draw their own designs on single sheets of paper, then place them on the floor and dance around them. Groups of three to five dancers may share a large piece of chart paper that they can hang on the wall to illustrate the pathways of movement. *Suggested music:* MCD Vol. 2, #7.

Shaping 7: Spots

Every dancer places a spot (cut from yoga mats or similar rubbery material) on the floor. Spots are scattered around the room. Dancers form three curved shapes on the spots, then dance around the spots in curved pathways until you or the music signal a return to the spots (or go to new spots). Three straight shapes are formed before dancing in straight pathways from spot

to spot. Have dancers repeat the activity with three zigzag shapes and zigzag pathways from spot to spot. Cue changes in level, size, and tempo. *Suggested music:* MCD Vol. 4, #6.

Instruments 1: Music

Dancers respond to the changes in music (or your cues), moving in various pathways while playing rhythm instruments. For a more challenging activity, cue different locomotor movements as well as changes in level, tempo, and where the instrument is placed (in front, behind, above, etc.). *Suggested music:* MCD Vol. 1, #13.

Reflection

“Draw your favorite pathway with your arm in front of you.”

Relaxation and Alignment

May be included in a 60-minute lesson. *Suggested music:* MCD Vol. 2, #10.

Developing Skills

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

Developing Skills 5: River Run, 6: Marching, 7: Lunging

Dancers practice river running in curved pathways, marching forward and backward in straight pathways, and lunging in zigzag pathways. For younger dancers, create a rhyme such as this:

Running curvy, running curvy.
Now we drop, (pause) now we drop.

Marching straight path, marching straight path.
Pop, pop, pop, (pause) pop, pop, pop.

Lunging zigzag, lunging zigzag.
Now we stop, (pause) now we stop.

Combining Movements 4: Folk Dance

Have students adapt and practice a simple folk dance or create a simple combination that travels in three pathways. See *Brain-Compatible Dance Education* (Gilbert, 2006) for folk dances and simple circle dances.

Creating

Exploring the Concept 3: Pictures

Hold up pictures of various pathway designs for the dancers to illustrate through movement. *Suggested music:* MCD Vol. 2, #21.

(continued)

Cooling Down

Dancers sit, breathe slowly, and draw pathway designs

on their legs with a finger. In parent–child classes, parents may trace designs on their children’s backs.

From Anne Green Gilbert, 2015, *Creative dance for all ages: A conceptual approach*, 2nd ed. (Human Kinetics and SHAPE America).