

Standard 2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grade-Level Outcomes

This lesson is a prerequisite to the following outcomes:

- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance (S1.E11.3)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner (S1.E11.4)
- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group (S1.E11.5)

Lesson Objective

The learner will demonstrate the contrast in bound-flow and free-flow movements.

Materials and Equipment

- Drum
- Music that depicts flow, music that depicts start and stop rhythm (jerky)
- Cardboard pizza circles, one per student (available at local pizza restaurant)

Introduction

Today, we introduce a movement concept called flow. When we think of the word flow, we usually think of free-flowing water. Actually, there are two types of flow in movement—bound and free. A movement that is stoppable at any point is bound. A baseball or softball player executing a bunt checks his or her swing for the soft tap. A movement that is unstoppable is an example of free flow. The swing of the baseball or softball player with full power is not stoppable at will; the swing continues until it is completed. There are times in games, gymnastics, and dance when we need bound-flow movements and instances when we need a free-flow movement. The combination of bound-flow and free-flow movements adds excitement to gymnastic routines and heightens the expressiveness of creative dance.

LEARNING EXPERIENCE: IN SELF-SPACE

Contrast free flow and bound flow with movements such as raising one arm high in the air and lowering it with the designated count 1, 2, 3, 4, and then raising the arm high in the air and letting it drop. Discuss with students the difference in the two actions: one is stoppable; the other is not.

- Allow several minutes for students to explore bound-flow movements within self-space, emphasizing the stoppable action with the arms, legs, and total body.
- Allow similar time for exploration of free-flow movements within self-space, emphasizing the concept of being unstoppable.

LEARNING EXPERIENCE: TRAVELING WITH CONTRASTS

- Have students walk in general space as if carrying a bowl of soup that is too full; have them travel like a cloud or a balloon floating, or like an eagle soaring in the sky.
 - Focus the travel on bound flow; students are able to stop at any moment.
 - Focus the travel on free flow; students are seemingly unable to stop at any moment, yet the travel action is under control.

- Have the students travel in a zigzag pathway, making exaggerated sharp and quick cuts, depicting bound flow. Contrast with free-flowing curving pathways. Use music that contrasts the bound flow and free flow; students move accordingly.

LEARNING EXPERIENCE: PURPOSEFUL CONTRASTS

- Drop a feather or light scarf to the ground and then drop a ball, allowing students to observe the difference in free-flow and bound-flow movement of an object.
- With students standing in self-space and each student holding a pizza circle flat on the palm, have them explore moving the cardboard circles in various ways around the body—high to low, side to side, around the body, varying speeds and positions to determine bound flow and free flow in the actions.

Is it possible to move the circle from high to low level with it flat on your palm? Is it possible to have the circle flat on your palm, yet turned sideways, and not allow it to fall to the floor?

- Explore the actions for the free flow.

Purposely move the circle very slowly, stoppable at any moment. Where in space can you now move the circle? In what positions around the body? Explore this bound flow.

Grade 3: Pizza Circle Dances

Combine free-flow and bound-flow movements into a sequence:

1. Beginning and ending shape
2. Combination of bound-flow and free-flow actions
3. Minimum travel from self-space

(Use soft background music to establish length of sequence, about 60 to 90 seconds.)

Assessment

Observe for student cognitive understanding of bound flow and free flow.

Closure

- What was the focus of our lesson today?
- What are the two types of flow? How do they differ?

Grade 2

I will name an action from a sport, gymnastics stunt, or dance. You will then classify the action as bound flow or free flow.

Examples: jumping to catch a ball, forward roll, headstand, defense posture in basketball

Grade 3

Name an example of bound flow and free flow in a favorite game, gymnastics, or dance activity.

Reflection

- Can students demonstrate both bound-flow and free-flow movements?
- Can they identify both when you demonstrate the movements?