

## Pathways

### Equipment

- > Chalk.
- > A medley for warm-up.

### Achievement objectives

- > Students will explore through movement, combining and contrasting the dance elements of body awareness, space, time, energy and relationship. (Practical Knowledge Level 3)

### Learning outcomes

- > Lead and follow using a variety of spatial pathways.
- > Work individually and with a partner to create movement phrases which incorporate travelling and stopping.
- > Develop a sense of the physical space in the room, and an awareness of how the body is moving.

### Suggested assessment

- > Physical – can students move using different pathways, showing a range of locomotive movements?
- > Problem solving – can students create their own pathways dance combining locomotion and stillness?
- > Social and co-operative – can students work with partner to learn each other's dances?
- > Communication – can students dance confidently and expressively in front of an audience?

### Notes

- > This lesson is adapted from *Creative Dance in New Zealand Primary Schools, A Handbook for Teachers*, by Jan Bolwell, Jenny Cossey and Liz Oliver. This handbook has many user-friendly lesson plans and is a great introduction to creative dance. Order it online at Dance Aotearoa NZ's website: [www.danz.org.nz](http://www.danz.org.nz)



## Teaching and learning

### Warm-up instructions

- > Imagine you are a piece of elastic or chewing gum. Stretch your body in different directions, e.g. elbows high, legs wide, hips low, knees wide etc.
- > When the teacher calls, travel a variety of pathways – straight lines, curved lines, zigzag, koru (spiral), poutama (stairway), circle, square etc.
- > Now use a variety of forms of locomotion to travel these pathways – e.g. walk using zigzag pathways, slide using a curved pathway, hop using a koru pathway.
- > OR make a pathway with lots of corners. Change the way you travel at each corner.

### Exploring

Explore shapes in various ways such as:

- > a curved shape and freeze
- > a twisted shape and freeze
- > a different twisted shape and freeze
- > an angular shape
- > an angular shape on a low level
- > a square shape with a partner.

Combine some of the above, for example:

- > Travel through the space using straight pathways. When teacher claps, freeze in a symmetrical shape.
- > Start frozen in a spiral shape. When teacher claps, travel through space using curved lines. When teacher claps again, make a spiral shape with a partner.

### Making pathways dance

- > Create a dance using curved and zigzag pathways. (Other pathways could be used such as straight lines, stairway patterns and koru patterns.)
- > Use two different locomotive movements such as hopping, jumping, skipping, running and leaping.
- > Add two still shapes somewhere along your pathway, each on a different level.
- > Begin and end with another still shape. Use the same one for the beginning and the end.
- > Teach pathways dance to another person in the class. Then swap and learn the other person's dance.

### Presenting and responding

Perform dances

- > Combine pairs into four groups. When first group finishes (stillness) next group starts etc.
- > All together, pairs repeat own phrase in slow motion.

Warm down

- > Lying, sitting or standing. Imagine you are a piece of elastic or chewing gum. Stretch your body in different directions.
- > Can you make continuous stretching actions that take you from the floor to a standing position? Now do the reverse.

### What next?

- > Students write down the sequence and give these instructions to another group to interpret and 'dance'.

### What to look for

- > Students demonstrate a variety of spatial pathways.
- > Students show an ability to hold a movement in stillness.
- > Students use a range of locomotive movements.

### What to adapt

- > Adapt vocabulary if using this activity with younger children.
- > Show pictures of various shapes before the exploring stage of this activity or draw on shapes from within the local area.