

EARLY ARTS LEARNING EXPERIENCE FORM

Teaching Artist Name: Terlene Terry-Todd

ARTS ELEMENT: Positional Concepts

EXPERIENCE: Pathways

SINGAPORE AESTHETICS AND CREATIVE EXPRESSION LEARNING GOAL:

Learning Goal 1. Enjoy through participation in a variety of physical activities

Learning Goal 2. Demonstrate control and coordination in positional awareness tasks

UNITED STATES NATIONAL CORE ARTS STANDARD:

CREATE:

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work

PERFORMING:

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation

RESPONDING:

- interpret intent and meaning in artistic

KEY KNOWLEDGE/ SKILLS: Locomotor movements and body identification

VOCABULARY: line, curve, angle, circle, front, walk, run, jump, hop

RATIONALE: (*Why am I teaching this?*)

Practicing and exploring moving in pathways through space. Pathways concepts develop technical and creative skills for structured and improvised dance sequences

EXPERIENCE PROCEDURES

Step 1. Review basic shapes with participants individually and with a partner

- **LINE**—distribute poly spot or mats for children to stand on. Ask children make their bodies look like a straight line on the mat. Find two different ways make a line, for example, stand with hands over head, lay down across the mat like a line.
- **CURVE**—C is for Curve. Create the letter C with your hands. Now create the letter C with your arms. Ask for different body parts make the letter C.
- **ANGLE**—Angle is two lines that meet. Create an angle with your arms, legs, whole body
- **CIRCLE**—can you find a circle in your face? Can you point to a circle in the room? Can you make your legs look like a circle, your arms, your fingers, your whole body?

Step 2. Partners – Ask children to pair up and face each other.

- MOVING IN THE SHAPES – Establish where the front of the room is located and have children face that direction while standing on the mat. Ask the children to use locomotor movements to move in the pathway of a LINE, CURVE, ANGLE, CIRCLE. Then ask open-ended questions such as what other pathway could we walk in? How about the first letter of your name, your age, a different shape?
- MOVING PATHWAYS TO MUSIC – use four different musical selections or four different instruments. When the children hear musical cue #1: they must walk in a line, cue #2: run a curve, cue #3: jump in the path angle, cue #4: hop in the path of a circle. Once the children have mastered the moving to cues, then mix up the cues.

Step 3. Dancing through pathways and space

Preparation: Using four different colors of tape, create a maze pathway of the basic shapes on the floor and other abstract pathways.

- Ask the children to find a spot anywhere on the maze pathways
- When they hear the LINE music they must find a line pathway and execute a locomotor movement
- When they hear the CURVE music they must find a curve path and execute a different locomotor movement
- When they hear the ANGLE music they must find a angle path and execute a different locomotor movement
- When they hear the CIRCLE music they must find a circle path and execute a different locomotor movement.

MATERIALS, IF ANY: 3-4 different color rolls of tape.

OVERALL ASSESSMENT (*How will I know the children got it?*): Observation will be the method of assessment.