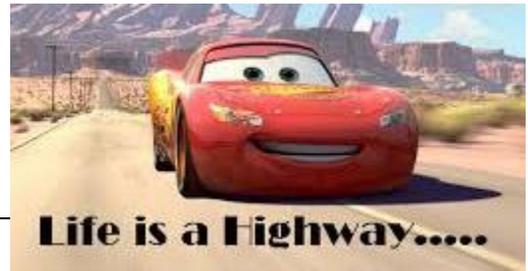


# The "MUSIC IS FUN" Band 2019

## 09: *Life is a Highway*



<b><u>Composer</u></b>	Tom Cochrane
<b><u>Era</u></b>	1991
<b><u>Style</u></b>	Country Rock, Movie Soundtrack ("Cars" 2006)
<b><u>Instrumentation</u></b> Drums, Electric guitar, Bass Guitar, Keyboard, Vocal, Harmonica	
<b><u>You Tube video links</u></b> <a href="https://www.youtube.com/watch?v=nJSnV3roHdc">https://www.youtube.com/watch?v=nJSnV3roHdc</a> (Rascal Flatts, live on the Today Show in America) <a href="https://www.youtube.com/watch?v=5tXh_MfrMe0">https://www.youtube.com/watch?v=5tXh_MfrMe0</a> (Rascal Flatts, from the Movie "Cars") <a href="https://www.youtube.com/watch?v=osuhlptx0J8">https://www.youtube.com/watch?v=osuhlptx0J8</a> (Rascal Flatts, lyrics) <a href="https://www.youtube.com/watch?v=Jhar0kpM1yA">https://www.youtube.com/watch?v=Jhar0kpM1yA</a> (Just Dance) <a href="https://www.youtube.com/watch?v=eT_QYoJ7MRg">https://www.youtube.com/watch?v=eT_QYoJ7MRg</a> (Country Just Dance)	
<b><u>General Information</u></b> This song is all about the pursuit and importance of happiness in our lives. The message in the song encourages everyone to live their life to the fullest. The setting of the song can be anywhere you imagine it to be. Picture a highway with lots of places to get off and have an adventure. The verses in the song explain difficulties that can happen throughout life, encouraging us to always stay strong, no matter what happens.	
<b><u>Possible Focus Activities</u></b>  <u>JUNIOR PRIMARY and PRIMARY</u> Equipment required – skipping ropes and hoops <div style="text-align: center;">  </div>	
<u>DANCE PATHWAYS</u>	

Just like Highways are sometimes straight, sometimes curved, sometimes closed, sometimes open, pathways on the floor can be the same.

Use a short skipping rope, to show the different types of pathways (as mentioned above) on the floor.

Give groups of students their own skipping rope to create and copy the pathways. In groups, students walk this pathway on the floor following the skipping rope. Show a straight rope, a curved rope, a closed rope (make a circle) and a zig zag rope. Ask students to create their own shape with the skipping rope and practice walking this pathway. Share with the class. Discuss the different pathways.

Highways can be short or long. Teacher demonstrates this by tying the two ropes together, making a longer pathway.



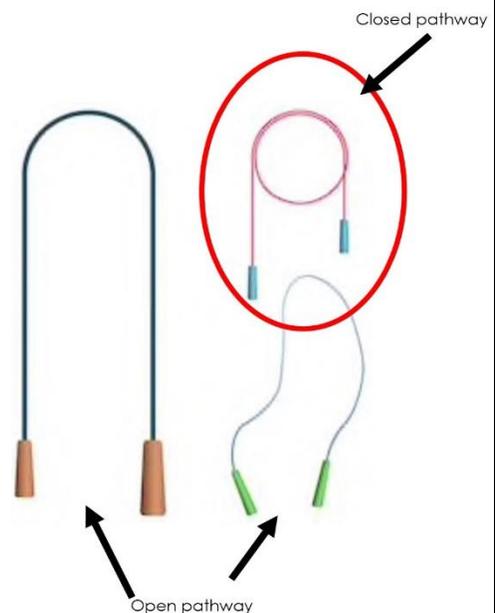
Images taken from <http://staytunedmusicteacher.blogspot.com/2014/01/monday-music-manipulatives.html?m=1> (in this blog these ideas were used for vocal exploration)

In groups the students decide what type of pathway they'd like to "perform" to the class but instead of walking can they think of interesting ways to use their body to move through the pathway.

**JUNIOR PRIMARY:** Students think of different types of transport they see on the road and move like that type of transport. They can use short or long pathways and any shape they'd like. Share with the class. Discuss the different pathways.

Change groups and do the same activity, changing the shape of the pathway but also ADDING levels (some high movements, some middle movements and some low movements) to their pathways. (At least 2 of these levels) Can students identify the different levels they are using? Share with the class. Discuss the different pathways and levels used by each group.

(possible Dance assessment: Students' understanding of and use of, pathways and levels as well as different types of locomotor movements)



**Extension for PRIMARY students:**

To develop this into a performance, place a number of hoops around the room. The pathways must lead from at least one hoop to another – like the highways on the road. These hoops are the “towns”.

Different students place the skipping ropes in different shaped pathways between the towns.

Students can start at any town (any hoop) and moving in different ways INDIVIDUALLY this time, move from one hoop to another following the different pathways using levels and different types of locomotion movement.

Put the song on while students are moving from place to place. They must at some stage during the movement visit each town (each hoop) before they are able to stop in a final frozen shape. They stay this way until all students have completed the “road” and everyone is frozen in a shape. At this point the teacher can fade out the music. Discuss how this went – what could be improved as a class and individually.

Do the entire activity again and then discuss the improvements that were made. (Dance assessment reflection).

<b>Links</b>	<b>to</b>	MUSIC	2.2, 2.4	4.2, 4.4	6.2, 6.4
<b>Australian Curriculum</b>		DANCE	2.1, 2.2, 2.3	4.1, 4.2, 4.3	6.1, 6.2, 6.3

