



Creative Dance

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Exercise Science, Physical and Health Education 311
Physical Education for General Classroom Teachers
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Goals of the unit:

The overall goal of the unit helps students in regards to the big ideas “develop movement skills and physical literacy, and is an important part of healthy living”. Looking at the content of the curriculum students should be able to increase their breathing, increase their thirst, be able to sweat, use their muscles, and overall feel good. Students should also be able to understand how to move their bodies in rhythm. Students should have an understanding of non locomotor movements that can be performed “on the spot” without travelling which include balancing, bending, and twisting. They should have an understanding of locomotor movement skills that incorporate travelling across the floor or surface that includes galloping and hopping. Lastly, they should have an understanding of games that involve rules, challenges and social interaction which in the unit there are games such as octopus, and freeze dance.

BC Ministry of Education, n.d

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/1/core>

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Lesson Plan

Lesson #1

Summary

1. Subject: Physical Education
2. Topic or Unit of Study: Creative dance- **Non-locomotor dance movements (static)**
3. Grade/Level: 1
4. Learning Objectives:

The students will be able to become aware of their bodies and the way it can move.

The students will be able to use their bodies to partake in non locomotor movements such as bouncing, extending, and balancing.

The students will be able to recognize what each movement is and be able to demonstrate it.

Materials & Resources

-Gym

-Self-assessment forms

Preparation

Have self-assessment forms already printed out.

Activities

1. Warm up
2. Stations of Static Movements Drill #1
3. Move like Animals Drill #2
4. Culminating Activity

<u>Lesson Description</u>	<u>Time Allotment</u>	<u>Learning Objectives: These Students Will Be Able To...</u>
<p>Introduction-</p> <p>-Students run a lap around the gym and then sit in the middle in a circle. Explain to students what they are doing today: “We are starting our unit on creative dance. We are going to be learning some stationary dance movements like extending, bouncing and balancing. Once we have learned different moves we will play Simon Says.</p> <p>Warm up-</p> <p>First have students spread out around the gym (See Diagram 1)</p> <ul style="list-style-type: none"> - Run on the spot (30 secs) - High knees (30 secs) - Kick your butt (30 secs) - Jumping jacks (30 secs) - Students will then stand up engaging in a dynamic stretch: - Opening the gate and closing the gate, walking from one side of the gym to the other. They will start on one side of the gym and open the gate with their legs then once they get to the middle of the gym they will close the gate while they walk to the other side. - Arm circles going forwards (small to big) - Arm circles going backwards (small to big) - Ankles rolls right foot (switch directions after 15 sec) - Ankles rolls left food (switch direction after 15 sec) - Toe touches (3-5 times) - Butterfly (30 secs) 	<p>5 Minutes</p> <p>10-12 Minutes</p>	<p>Psychomotor demands: The student will be able to extend their right and left arm by lifting it up. The student will be able to extend their legs away from their bodies. The student will be able to balance on one foot. The student will be able to bounce up and down.</p> <p>Cognitive demands: The students will be able to think about what move their peers and teacher are asking them to demonstrate. The student will be able to recognize they are balancing on one foot. The student will be able to think about how far they should extend their legs and arms to what is comfortable for them. The students will be able to recognize different speeds while bouncing.</p> <p>Affective demands: The students will understand that everyone in the class will be at different levels, and to respect everyone’s abilities. They will also be able to play fairly during the culminating activity by owning up to moving if “Simon says” wasn’t said.</p> <p>Teaching Cues and Modifications</p> <p>-Opening the gate and closing the gate: teacher demonstrates first and then has the children practice standing still first.</p> <p>-Butterfly: Safety concern → knee stress! Have students flex knees!</p> <p>-Encourage students to stretch for the entire duration. “Make sure you are following along with me”</p>

<p>Drill #1- Practice Style</p> <p>Stationary Movement Stations (arm and leg extensions, bouncing, and balancing)</p> <p>-Set up 1 station in each corner of the gym (4 total). Each station will be designated for each stationary movement. Students will be divided into 4 groups and each group will go to one station. Before sending students off go around the gym and explain each movement.</p> <p>-There will be one station for arm extensions. Show students how to extend their arms in different ways. (Example: arm(s) straight out, arm(s) straight up, both arms in and then out, etc...)</p> <p>-There will be one station for leg extensions. Show students how to extend their legs in different ways. (Example: Right leg forward, right leg to the side, right leg back, and then the same for the left leg.)</p> <p>-There will be one station for bouncing. Show students how to bounce in different ways. (Example: bouncing with feet together and bouncing with feet apart, and then you can show them different speeds.)</p> <p>-There will be one station for balancing. Show students how to balance in different ways. (Example: balancing on their right leg with their left knee to the front and then to the side and then switching legs).</p> <p>-Give students 2 minutes in each station and approximately 30 seconds to move from one station to another.</p>	<p>10-12 Minutes</p>	<p>-Station #1-Elongated arms holding them strongly, trying not to bend</p> <p>-Station #2- Try not to bend your knees. Make sure the supporting leg is straight, and sturdy. Keeping the extended foot turned out.</p> <p>-Station #3- Students practice different paces of bouncing, fast and slow. Legs together and legs out.</p> <p>-Station #4- Students posture is straight, using the wall to support themselves if needed.</p> <p>-Modification: give extra time if needed on practicing each movement.</p>
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<p>Drill #2-</p> <p>Move Like Animals</p> <p>Students walk around the entirety of the gym and then the teacher calls out different animals for the students to freeze as and act it out using each static movement.</p> <p>-Flamingo= balancing</p> <p>-Eagle= arm extensions</p> <p>-Kangaroo=bouncing</p> <p>Snake= leg extensions (pretend your leg is a snake)</p>	5 Minutes	-Looking for good participation and good class spirit while keeping the teaching cues from drill #1 in mind.
<p>Culminating Activity- Simon Says</p> <p>-Teacher is Simon</p> <p>-Teacher calls out the different movements that were learnt today (leg and arm extensions, bouncing, and balancing) either with or without saying "Simon Says"</p> <p>-If teacher does not say Simon Says in front of calling out the movement then students who did the movement do 5 jumping jacks</p>	5-8 Minutes	-Check for understanding
<p>Closure-</p> <p>Have the students sit down in the middle of the gym and ask them if they had fun today. Ask them if they found leg or arm extensions more difficult. Ask them what they found difficult in balancing and bouncing. Explain how they were able to accomplish all skills in the culminating activity and how it also tested their understanding. Next time we will learn how to do locomotor movements travelling across the floor in creative dance.</p>	5 Minutes	

Safety Concerns

-If students are not warmed up enough before they start their static dance movements, they could injure or pull a muscle.

-Students could potentially trip on their own feet and roll an ankle if they are not cognitively aware of where their feet are placed.

-Students could potentially lose balance if they are not supported properly when balancing.

-Students could fall forward when extending their leg.

Assessment:

Peer Assessment:

- 1- Still struggling with the movements
- 2- Movements are meeting expectations
- 3- Movements are excelling

Circle where you agree

My partner can extend their arms and legs.

1 2 3

My partner can bounce up and down while staying in one spot.

1 2 3

My partner can balance on one foot.

1 2 3

Lesson Plan

Lesson #2

Summary

1. Subject: Physical Education
2. Topic or Unit of Study: Creative dance- **Travelling across the floor**
3. Grade/Level: 1
4. Learning Objectives:

The students will be able to skip around the gym fluently using each foot.

The students will be able to gallop sideways around the gym in a fluent motion and be able to come to a complete stop.

The students will be able to have spatial awareness for themselves as well as others.

Materials & Resources

-Gym

-A device to play music

-Self-assessment forms

Preparation

Have the music playing device/system set up and ready to go, and have self-assessment forms already printed out.

Activities

1. Warm up
2. Skipping and Galloping Drill #1 (Across the Floor)
3. Skipping and Galloping Drill #2 (Freeze Dance)
4. Culminating Activity (Octopus)

<ul style="list-style-type: none"> - Sumo squats (30 secs) - Butterfly (30 secs) - Seated side stretch - Straddle (reaching to the middle, over right leg, and left leg) 		<p>students flex knees!</p> <p>-Encourage students to stretch for the entire duration. "Make sure you are following along with me"</p>
<p>Drill #1- Practice Style</p> <p>Skipping and galloping</p> <p>Have students go to one side of the gym. Teacher will explain and demonstrate what skipping is and what it looks like. The teacher will do the same for side galloping. Making sure to properly explain the process of the movement of both skills. The teacher will then explain to them that they will be going across the length of the entire gym skipping and then once they get to the other side they will skip back to their starting point. Once that is complete, they will then go across the length of the gym side galloping facing the wall to their right and once the students arrive to the other side they will come back side galloping facing the same wall. The students will then do the same thing facing the wall to their left. (See Diagram 2 on page 15)</p>	<p>5 Minutes</p>	<p>-Encourage students to keep a steady pace alternating between left and right legs</p> <p>-Making sure students are giving it their best effort, having intention and purpose with their skipping and galloping, emphasize the importance of proper landing when skipping and side galloping. Reminding students to keep the upper torso (back, neck, heads) elongated and in a line.</p> <p>-Modification: give extra time if needed on practicing travelling.</p> <p>-Modification: option to skip and gallop fast paced or slow paced.</p>
<p>Drill #2</p> <p>Freeze dance with skills from the two previous drills.</p> <p>Have students spread out around the gym. Teacher will explain to students they should choose either methods of travelling (encourage them to switch back and forth) to dance to the music. When the music is paused students will have to freeze into a pose. As they are only grade 1s this should not be an elimination game and students should be encouraged to stay frozen until music comes back on.</p>	<p>5-8 Minutes</p>	<p>-Looking for good participation and good class spirit while keeping the teaching cues from drill #1 in mind.</p> <p>-Option to have the last student that freezes do some sort of exercise, such as jumping jacks or crunches, etc.</p> <p>-As songs change, watch as students change their pace in their skipping and galloping</p> <p>-Are they moving faster? Slower?</p>
<p>Culminating Activity- Octopus (skipping, and galloping)</p>	<p>10-13 Minutes</p>	

<p>Two students start in the middle of the gym while the rest of the class starts on one side of the gym against the wall. Students in the middle call out Octopus and then the students have to skip from one side of the gym to the other without getting tagged by the students in the middle. The people that are it should also be skipping. If a person is tagged then they become seaweed. Instead of just staying still as seaweed students that are tagged can side gallop to help Octopus tag other people.</p> <p>Closure-</p> <p>Have the students sit down in the middle of the gym and ask them if they had fun today. Ask them if they found skipping or side galloping easier to learn. Ask them what they found difficult in travelling. Tell them the culminating activity incorporated both skipping and galloping. Next time we will learn how to combine stationary movements with travelling movements in creative dance.</p>	<p>5 Minutes</p>	<p>-What travelling option will students choose depending on the song choice</p> <p>-Modification: can use pool noodles as a way to make it easier or more inclusive.</p> <p>-Remind students not to cheat as the seaweed. Remind students to gallop or skip and not run. “You are practicing travelling not running”. The teacher will watch for students using kind words to their peers and not getting upset if they think each other is cheating.</p>
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Safety Concerns

- For both drills students could potentially run into their peers if they are not aware of their space.
- Students could potentially trip on their own feet and roll an ankle if they are not cognitively aware of where their feet are placed.
- If students are not warmed up enough before they start travelling, they could injure or pull a muscle.
- If students do not practice soft and controlled landing with skipping then they could injure themselves ex. trip or roll an ankle

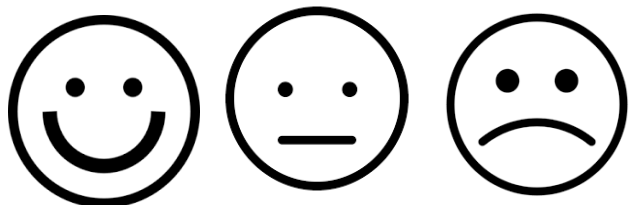
Differentiated Instruction

- a. Students with internalized behavioural problems: can work closely with the teacher or a small group to feel less shy about dancing.
- b. Students with externalized behavioural problems: give these students clear instructions and consequences to what you are asking them to do.
- c. Students with hearing impairments: write out instructions with visuals so students know what is being asked. Demos are also a good way of addressing this.

Assessment (UDL Checkpoint 9.3)

Exit ticket-

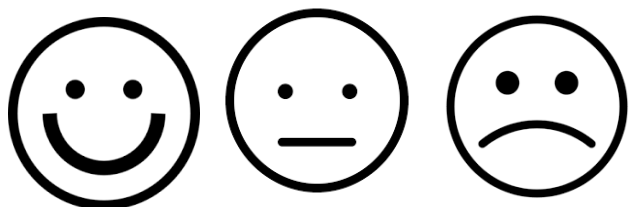
How do you feel about doing side gallops? (circle one)



How do you feel about skipping? (circle one)



How do you feel about dance overall? (circle one)



UDL INCLUSIVE EPISODE:

Checkpoint 9.3: “Develop self-assessment and reflection”

Students benefit from self-assessment, they are able to see where their strengths and weaknesses are and they are able to see their progress. Seeing their strengths and progress can be very motivating for them. In the closure of this lesson plan, there is a self-assessment that evaluates the level at which they think about each of the new skills, as well as the dance unit as a whole so far. Although this is not the same assessment tool that the teacher uses, the teacher can compare what they observed throughout the class to how the students feel they did. It can be used as a checkpoint to see where students are at with what they have learned in the lesson. The self-assessment also allows them to reflect on the class and really think about everything that was accomplished in class that day.

Checkpoint 3.2: “Highlight patterns, critical features, big ideas, and relationships”

As a teacher, it is effective and important to include teaching cues that help students pay attention to important information. This can be done by making connections between patterns, by emphasizing big ideas, etc... I have included teaching cues to ensure that certain big ideas are being emphasized, such as how to skip and gallop properly, pay attention to their surroundings when travelling, make sure they are working as a team, etc... There are also prompts to guarantee that the patterns and connections between every aspect of the lesson plan are being pointed out and explained to the students, such as how the drill #1 is preparing them for drill #2, making the connections between the similarities between the drills and the culminating activity, etc... These teaching cues are beneficial in ensuring important information is being given and taught to students.

Checkpoint 8.2: “Vary demands and resources to optimize challenge”

In a class there will always be students who love being challenged, it helps them become more engaged with their participation and learning. Although, from student to student, the challenges that motivate them will vary, therefore it is important to offer diverse levels and demands. In this case, having all of the modifications which allows the warmup, the drills, and the culminating activity to either be easier or more difficult will allow the students to have multiple different options to be challenged at the level that will motivate them. For example, for drill #1, there is the option while skipping and galloping to either do it fast paced or slow paced, and they have the option to take extra time to practice. For drill #2, there is the option for students to do some sort of extra exercise if they are the last one to be frozen. The culminating activity has the option to either use your hand to tag somebody or they can use a pool noodle. The different challenges can allow students to become more motivated in participating and learning.

The UDL Guidelines. 6 Oct. 2020, udlguidelines.cast.org/

Diagram 1: Warm up and Drill #2

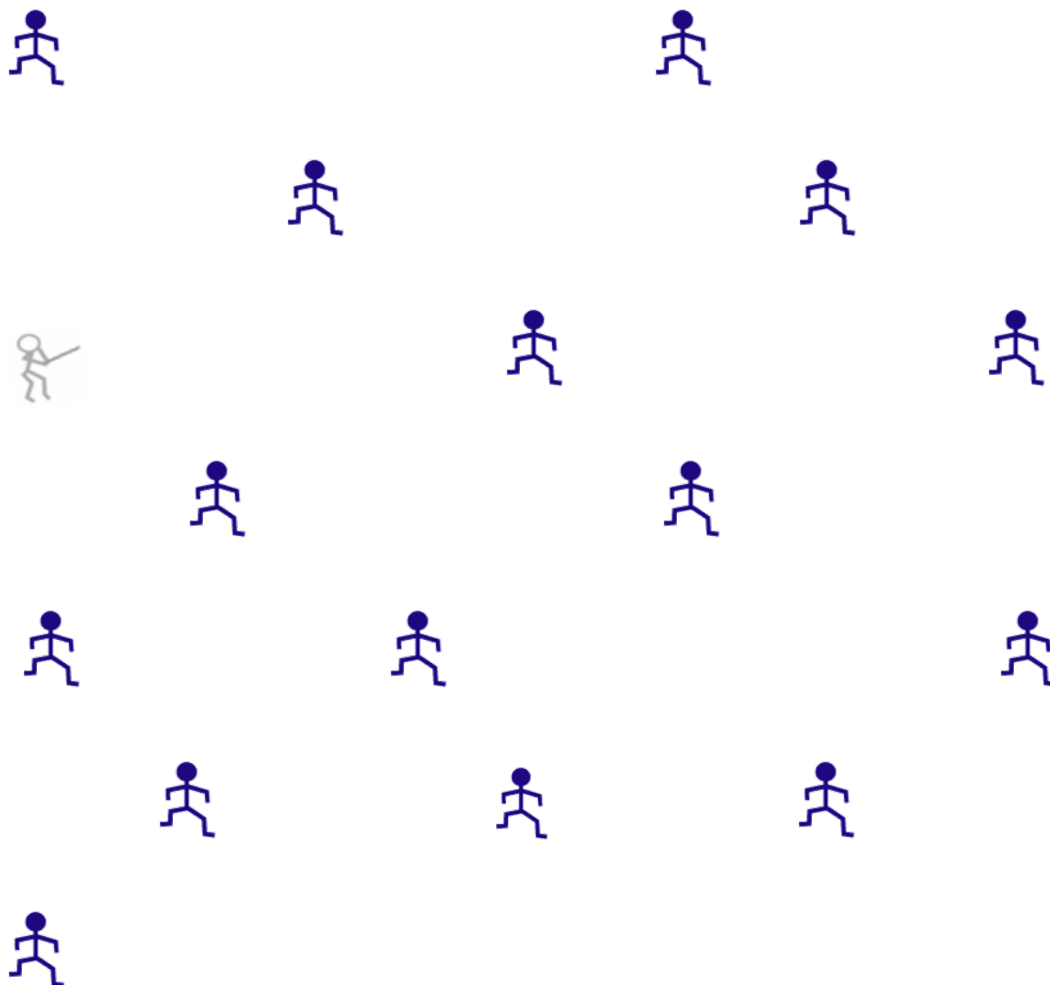


Diagram 2: Drill #1

Students line up like this OR in rows so that they can have fewer people going at the same time

X X X X X X X X X X



Lesson Plan

Lesson #3

Summary

1. Subject: Physical Education
2. Topic or Unit of Study: Creative dance- **Culminating Choreography**
3. Grade/Level: 1
4. Learning Objectives:

Students will be able to follow instruction from and collaborate with their older role models (their buddies in a higher grade level).

Students will be able to recall techniques from previous lessons and use those in their own ways.

Students will be able to pair the movements with beats and counts when creating their choreography.

Students will do their best to perform their choreography in front of their peers, with the help of their grade 6 buddies.

Materials & Resources

- Gym
- A device to play music
- Self-assessment forms
- Their buddies (grade 6, for example, in this lesson)

Preparation

Have the music playing device/system set up and ready to go, and have self-assessment forms already printed out.

Activities

1. Warm up
2. Drill: Game for Review of All the Moves from the Last Two Classes
3. Culminating Activity: Choreography in Small Groups with help of their grade 6 buddies
4. Closure: Presenting Their Choreography to the Class

<p><u>Lesson Description</u></p> <p>Introduction-</p> <p>-Students run a lap around the gym and then sit in the middle in a circle. Explain to students what they are doing today: “In our previous lessons of creative dance we have learned some stationary movements like bouncing and jumping. We have learned how to travel across the floor by skipping and galloping. Today we will be bringing in our big buddies to create your own creative dance in small groups. This will be a short dance and we will present it at the end of the class.”</p> <p>(see below for warm up)</p>	<p><u>Time Allotment</u></p> <p>5 Minutes</p>	<p><u>Learning Objectives: These Students Will Be Able To...</u></p> <p>Psychomotor demands: The student will be able to alternate lifting their feet while jumping moving forward (skipping). The student will be able to move side to side leading with one foot and then following with the other (side galloping). The student will be able to keep their upper torsos elongated and keep their head and necks inline with their spine. The student will be able to abruptly stop after each form of travelling. The student will be able to extend their right and left arm by lifting it up. The student will be able to extend their legs away from their bodies. The student will be able to balance on one foot. The student will be able to bounce up and down.</p> <p>Cognitive demands: The student will be able to think about where their feet should be while skipping and galloping. They also should be aware of how high they are jumping while skipping. They should also be able to have spatial awareness. They will be able to choose which route to take in order to get across the gym safely. They will be able to decide who to tag. Cognitive demands: The student will be able to recognize they are balancing on one foot. The student will be able to think about how far they should extend their legs and arms to what is comfortable for them.</p> <p>Affective demands: The student will understand that everyone in the class will be at different levels, and to respect everyone’s abilities.</p>
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<p>Warm up-</p> <p>First have students spread out around the gym (See Diagram 1)</p> <ul style="list-style-type: none"> - Run on the spot (30 secs) - Jumping jacks (30 secs) - Students will then stand up engaging in a dynamic stretch: - Opening the gate and closing the gate, walking from one side of the gym to the other. They will start on one side of the gym and open the gate with their legs then once they get to the middle of the gym they will close the gate while they walk to the other side. - Arm circles going forwards (small to big) - Arm circles going backwards (small to big) - Ankles rolls right foot (switch directions after 15 sec) - Ankles rolls left foot (switch direction after 15 sec) - Toe touches (3-5 times) - Butterfly (30 secs) 	<p>5 Minutes</p>	<p><u>Teaching Cues and Modifications</u></p> <p>-Opening the gate and closing the gate: teacher demonstrates first and then has the children practice standing still first.</p> <p>-Butterfly: Safety concern → knee stress! Have students flex knees!</p> <p>-Encourage students to stretch for the entire duration. “Make sure you are following along with me”</p>
<p>Drill- Recall (Simon Says)</p> <p>-Teacher is Simon</p> <p>-Teacher calls out the different movements that were learnt from previous lessons (skipping, galloping, leg and arm extensions, bouncing, and balancing) either with or without saying “Simon Says”</p> <p>-If teacher does not say Simon Says in front of calling out the movement then students who did the movement do 5 jumping jacks</p>	<p>5 mins</p>	<p>-Check for understanding making sure students can do each movement to the best of their ability</p> <p>- If students are stuck on a move, quickly go over it with the whole class to make sure all students are on the same page</p>

-Students could potentially trip on their own feet and roll an ankle if they are not cognitively aware of where their feet are placed.

-If students are not warmed up enough before they start travelling, they could injure or pull a muscle.

-If students do not practice soft and controlled landing with skipping then they could injure themselves ex. trip or roll an ankle

Choreography:

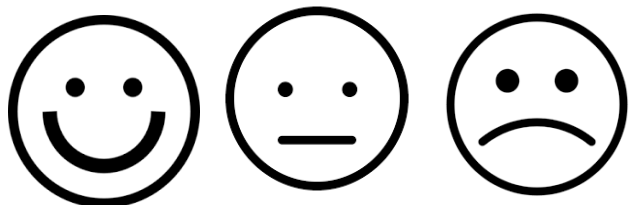
- Students could run into each other during the dance routine if they are unaware of their surroundings

-Students could hurt themselves if they are not dancing to the speed they are comfortable at.

Assessment

Exit ticket-

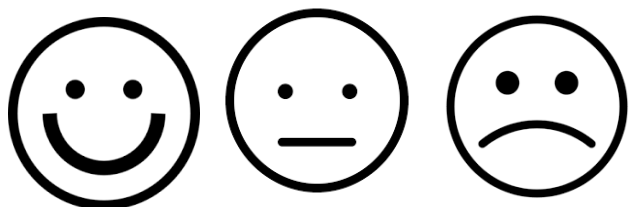
How do you feel about making up a dance with your classmates? (circle one)



Do you feel about performing your dance in front of the class?? (circle one)



How do you feel about dance overall? (circle one)



Systematic Task Development: Skipping

Steps take from this website: <https://www.wikihow.com/Skip>

For the locomotive skills of skipping:

- 1) Start by practicing marching on the spot with high knees. Have your arms swinging with the opposite foot coming down, and your eyes forward and up.
- 2) Then, practice jumping on two feet. With your feet close together (no more than shoulder width apart), push off and see how high you can get. The goal is to also practice landing quietly and softly on your toes.
- 3) Next, practice hopping on one foot. Do the same motion as in step two, but now on one foot instead of both. Make sure to practice this on both feet.
- 4) Next, incorporate movement by galloping (stepping forward with a lifted foot and then shifting the weight onto that front foot). Make sure to practice on both sides.

For the Skipping Movement from Leg to Leg:

- 1) Take a step forward, and then hop on that foot (The motion is step, hop, step, hop, step, hop).
- 2) Point your toes in the direction you're going.
- 3) Keep your head up and eyes forward.
- 4) Keep your chest up and engage your abs for a straight, upright back.
- 5) Use the technique from above to land quietly.
- 6) Repeat the steps on the other side. Work up to moving faster and faster as you progress.

References:

BC Ministry of Education, n.d

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/1/core>

The UDL Guidelines. 6 Oct. 2020, <https://udlguidelines.cast.org/>

WikiHow. (2019, March 29). How to Skip. Retrieved from <https://www.wikihow.com/Skip>