
What Will the Students Learn?

Summary

- Students will perform different combinations of locomotor movements, alone and with others, travelling at different speeds and levels, directions and pathways.
- Students will apply relationship and social skills as they demonstrate active and safe participation as they plan and perform an original dance sequence in partners and small groups.

Key Questions

- How can I demonstrate and apply the skills necessary to move in a variety of ways relating to dance?
- How can I demonstrate active and safe participation?
- How can I interact positively with others while participating in dance activities?

Curriculum Expectations

See the *Ontario Curriculum, Health and Physical Education, Grades 1-8, revised (2010)* for examples, teacher prompts and student responses related to expectations.

1 - demonstrate personal and interpersonal skills and use the critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and Healthy Living strands for this grade

1.4 - apply relationship and social skills as they participate in physical activities, develop movement competence and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships and become effective team members

A1 - participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of factors that encourage lifelong participation in physical activity

A1.1 - actively participate in a wide variety of program activities, according to their capabilities, while applying behaviours that enhance their readiness and ability to take part [PS, IS]

A3 - demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

A3.1 - demonstrate behaviours and apply procedures that maximize their safety and that of others during physical activity [PS, IS]

B1 - perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities

B1.3 - perform different combinations of locomotor movements with and without equipment, alone and with others, moving at different speeds and levels, using different pathways, and going in different directions [PS, IS]

How Will I Know What the Students Have Learned?

Assessment of Learning

- Students will actively participate in a variety of dance-related activities alone and with others in the class.
- Students will learn and perform a variety of locomotor movement skills and concepts.
- Students will transfer their knowledge of safety, living skills and active participation when they plan, create and share their dance sequences.

Assessment for Learning

- Throughout the unit, students' achievement of the identified Learning Goals is monitored during the learning using a variety of assessment strategies and tools that have been identified and embedded in the lessons.

How Will Assessment and Instruction Be Organized For Student Learning?

Lesson 1: Pathways to the Beat

By the end of this lesson, students will be able to:

- demonstrate a variety of basic movement activities using different pathways, levels, speeds and directions while transforming action vocabulary into simple movement sequences
 - apply relationship and social skills as they actively and safely perform movements as an individual or with a partner.
- 1.4, A1.1, A3.1, B1.3

Know before you go

Checkpoint 1:

Are students able to actively and safely participate while applying relationship and social skills?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist

Checkpoint 2:

Are students able to apply creative thinking while performing locomotor movement skills moving at different levels and speeds, using different pathways and travelling in different directions?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist

Lesson 2: Mirror Poem

By the end of this lesson, students will be able to:

- perform locomotor movements at different levels, using different pathways and travelling in different directions and speeds while working with a partner to create a mirrored dance sequence
 - apply relationship and social skills while actively and safely participating in small-group tasks.
- 1.4, A1.1, A3.1, B1.3

Know before you go

Checkpoint 1:

Are students participating actively and safely?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist
- Self-assessment using Thumbs-Up Strategy

Checkpoint 2:

Are students able to perform locomotor movement skills moving at different levels and speeds, using different pathways and travelling in different directions?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist

Lesson 3: Everyday Dances

By the end of this lesson, students will be able to:

- use movements found in common everyday activities to develop and choreograph group dances, which include moving at different levels, using different pathways and travelling in different directions and speeds
 - apply relationship and social skills while actively participating in small-group tasks.
- 1.4, A1.1, B1.3

Know before you go

Checkpoint 1:

Are students able to actively participate in the activities while applying relationship and social skills?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist
- Student Resource 1: Self-Assessment Ladder

Checkpoint 2:

Are students able to perform locomotor movement skills moving at different levels and speeds, using different pathways and travelling in different directions?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist

Lesson 4: Groovy Circuit

By the end of this lesson, students will be able to:

- demonstrate safe participation while performing locomotor movement skills, moving at different levels, using different pathways and travelling in different directions and speeds while creating their own dance movements based on given words and themes
- apply relationship and social skills when working in small groups.

1.4, A3.1, B1.3

Know before you go

Checkpoint 1:

Are students interacting safely and positively with their group members when moving in the circuit?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist

Checkpoint 2:

Are students able to perform locomotor movement skills moving at different levels and speeds, using different pathways and travelling in different directions?

- Teacher observation
- Teacher Resource 1: Movement Skills Checklist

Lesson 5: Dancing with Emotion

By the end of this lesson, students will be able to:

- demonstrate safe and active participation while performing locomotor movement skills, moving at different levels, using different pathways and travelling in different directions and speeds
- apply relationship and social skills when working in small groups to create their own dance movements based on emotions.

1.4, A1.1, A3.1, B1.3

Know before you go

Checkpoint 1:

Are students able to demonstrate relationship and social skills when working with their peers?

- Teacher observation
- Teacher Resource 3: Movement Skills Rubric

Checkpoint 2:

Are students able to actively and safely participate in program activities?

- Teacher observation
- Teacher Resource 3: Movement Skills Rubric

Checkpoint 3:

Are students able to perform locomotor movement skills moving at different levels and speeds, using different pathways and travelling in different directions?

- Teacher observation
- Teacher Resource 3: Movement Skills Rubric