

# Creative Movement

Lesson 4 of 5

30 Minutes

Curriculum Expectations 1.4, A3.1, B1.3



Movement Competence,  
Active Living  
Groovy Circuit

## Learning Goals

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.

## Facility

Gymnasium

## Safety Requirements

Refer to the *Ontario Physical Education Safety Guidelines – Elementary Curricular Module, Dance/Rhythmic activity page*.

## Equipment List

- Audio equipment and a variety of music (see recommendations in Introduction)
- 20 – 30 pencils, markers or other writing utensils (1 per student)
- From Lesson 1: Teacher Resource 1: Movement Skills Checklist
- Teacher Resource 2: Dance Circuit Prompts
- Student Resource 3: Dance Circuit Worksheet

## Warm-Up

Students will gradually increase their heart rate by participating in the following activity.

### Shape It

- Ask students to travel around the activity area, in their own space and shared space, moving in a variety of ways.
- Call out a shape or object (e.g., motorcycle, star, car, heart, airplane). Students work in groups of 4 – 6 to form a human statue of the shape. Repeat this activity 2 – 3 times.
- Encourage students to perform a variety of locomotor movements as they warm up in between making their group shapes.

## Minds On

Share and clarify the lesson Learning Goals with students. Have students rephrase the Learning Goals using their own words and share the newly worded Learning Goals orally.

### Shapes in a Circle

- Divide the class into four groups. Direct each group to stand in a circle.
- Assign a theme (e.g., over/under, through/around, big/little, happy/sad, up/down, round/square) to each group.
- Have one person from each group go to the middle of the group's circle and create a frozen shape based on the first word of the theme (e.g., big). The next person (either a volunteer or the next student in a predetermined order) then enters the circle and creates a frozen shape based on the second word of the theme (e.g., little), somewhere near the first person, and holds the shape.
- Continue this pattern until all of the group members have created a frozen shape.

## A&E

Teacher observation with verbal feedback of students' ability to demonstrate active and safe participation and knowledge relating to social skills using Teacher Resource 1: Movement Skills Checklist (from Lesson 1)

## Minds On - continued...

- Encourage group members to integrate their frozen shape with at least one other group member's shape and to interpret the words in a variety of different ways.
- When the group shape is completed, students melt down and slowly find their original spot in the circle.
- Add music and give groups a chance to work with different themes.

Explain to students that you will be observing their demonstrated relationship and social skills during this lesson. Have students brainstorm what they are.

*Teacher prompt:* "What do social skills look like? Sound like?"

Students use the Thumbs-Up Strategy (see Appendix) to self-assess their understanding of relationship and social skills.

## Action

### Dance Circuits

Using Teacher Resource 2: Dance Circuit Prompts, create dance circuit stations by posting circuit word cards on the walls around the activity area.

- Instruct students to form 10 groups of 2 – 3.
- Hand out a copy of Student Resource 3: Dance Circuit Worksheet to each student.
- Have each group begin at a different station. When the music plays, students explore ways to move their body like the word at their station. Have a variety of musical styles and speeds available to play for this activity.
- Once the group is moving, instruct students to choose one group member's move to use for the word and to practise it as a group.
- Direct students to give the move a name that is simple and easy to remember. Then have them write the name of the move and illustrate the move on Student Resource 3: Dance Circuit Worksheet.
- Rotate groups through all the stations so that, at the end, they have 10 named movements.

## A&E

Teacher observation with verbal feedback of students' ability to demonstrate active and safe participation and locomotor movements using Teacher Resource 1: Movement Skills Checklist (from Lesson 1)

## Consolidation

### Line Formation

- Instruct students to work in the same groups and to form a line with their group anywhere in the activity area.
- Have all students start in a frozen position. The only group member who can move is the person at the end of the line. That person runs to the front of the line and performs a movement from one of the dance circuit stations.
- The rest of the group performs the same move, following the leader one by one down the line until the movement reaches the last student in the line. This student now runs to the front and leads the line in a new move.
- Add music.
- Some groups may wish to share their work with the rest of the class.

## A&E

Teacher observation with verbal feedback of students' demonstration of locomotor movements using Teacher Resource 1: Movement Skills Checklist (from Lesson 1)

# Creative Movement

Groovy Circuit  
Lesson 4 of 5



---

## Cool-Down

---

Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should also stretch the body parts that have been active throughout the lesson. See Appendix for stretches.

Students remain in their groups and choose one of their dance circuit moves. They then see how slowly they can perform the move. When you clap twice, students must freeze and stretch their body while holding in that position.

---

## Ideas for Extension

---

Have students work with the Line Formation activity to create complementary shapes, with each group member adding on a shape that complements the previous position. Students do not have to work within present themes, and can complement a frozen position in a variety of ways (e.g., by striking the same position, an opposite position, the same position using a different direction or level, a mirror image of the position).

---

## Notes to Teacher

---

When students freeze in position, watch for tight body positions, controlled movements and stability so students can maintain both the position and the ability to start and stop on a signal.

Class: \_\_\_\_\_

<b>High</b>	<b>Low</b>
<b>Fast</b>	<b>Slow</b>
<b>Zigzag</b>	<b>Leap</b>
<b>Bounce</b>	<b>Shrink</b>
<b>Hop</b>	<b>Backward</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

ACTION	ACTION NAME	ILLUSTRATION
High		
Low		
Fast		
Slow		
Zigzag		
Leap		
Bounce		
Shrink		
Hop		
Backward		