

Creative Movement

Lesson 2 of 5

30 Minutes

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

Movement Competence,
Active Living
Mirror Poem



Learning Goals

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.

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)
- Chart paper
- 20 – 30 markers (1 per student)
- 20 – 30 sheets of chart paper/cards (1 per student)
- From Lesson 1: Teacher Resource 1: Movement Skills Checklist
- From Lesson 1: Student Resource 2: Action Word Cards

Warm-Up

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

Number Freeze

- Play upbeat music.
- Call out a form of locomotion (e.g., walking, jogging, skipping, hopping, twisting, bouncing, sliding, pretending to fly).
- Using all the space available, students move around the activity area using that form.
- When the music stops, call out a number. Students form a group with that many students. Students who can't find a group may join any other group or form a group together.
- When the music starts, call out or demonstrate a different form of locomotion.

Minds On

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

Inform students that this lesson focuses on dancing, and that it involves working safely in shared space with others. Ask students the following.

Teacher prompt: "What does participating safely mean when we're talking about dance?"

Student response: "It means watching all around you so you can make sure you're in your own personal space. It also means being in control of your body and your movements."

A&E

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

Teacher observation of student self-assessment of their understanding of what safe participation looks like

Minds On - continued...

Students demonstrate their understanding of safe participation using the Thumbs-Up Strategy (see Appendix).

Action Cards Revisited

- Review the action words from Student Resource 2: Action Word Cards (from Lesson 1).
- Choose words at random and call them out. Have students perform the action suggested by each word (e.g., twirl, explode, leap, close, freeze).
- Encourage students to perform different actions for the same word. Select several students to demonstrate their actions and show variations.

Teacher prompt: "Who can show us another action based on this word?"

Action

A&E

One-Minute Poems

- Provide students with chart paper and markers. Students work in groups of 2 – 4 to choose an action word and write short action poems to go with the action word. Students work together to develop a one-minute sequence of body movements and actions to go with the poem.
- Prompt students to recall other movement words that have been used throughout the unit and in previous dance units to incorporate into their poems.
- Examples of poems:
 - Twist and spin, fold close in, burst far away and stray.
 - Explode and crumble, explode and crumble, lean way out, then tumble, tumble.
 - Whirling, twirling, whim whoom wham, can you guess who I am?
 - Spin, turn, whiz round and round, run, leap, roll, and then gently touch the ground.
 - Dashing, darting, here we go, way up high, then very low.
- Play soft, flowing music and have groups share their work. Students may choose to share with another small group or with the whole class. Read the poem aloud if the group is sharing with the class. If the group is sharing with another group, have one group member from the observing group read the poem aloud.

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

Consolidation

A&E

Students pair up with someone from a different action poem group. Students take their partner through their action poem using a mirroring technique. Instruct pairs to stand face to face as the leader slowly performs the sequence, with the partner following/mirroring the actions. Pairs should take turns being the leader and taking their partner through the sequence.

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

Review Learning Goals with students. Have students use the Thumbs-Up Strategy (see Appendix) to self-assess their ability to achieve the lesson's Learning Goals.

Teacher observation of student responses during Thumbs-Up self-assessment

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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.

Body Shake

Instruct students to do the following.

- Shake one arm, the other arm and then both arms.
- Shake one leg, the other leg, and then both legs.
- Gently shake head and hips.
- Shake the whole body.
- Tighten and release body parts moving from head to toe.

Ideas for Extension

Once students have mastered basic mirrors, they can extend this activity by moving to lower-body movements and switching leaders without interrupting the continuous flow between partners. At this point, an outside observer should not be able to distinguish between the leader and the mirror.

Next Steps

Students continue to actively participate in locomotor movement sequences.

Notes to Teacher

- The action words used in this lesson can be integrated into classroom activities such as spelling words, creating poetry and building vocabulary for story writing.
- Students may write their action poems in class and work on developing actions for the poems in the next class.