

Creative Movement

Lesson 1 of 5

30 Minutes

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

Movement Competence,
Active Living
Pathways to the Beat



Learning Goals

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.

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 sticky notes and writing utensils (1 per student)
- 5 – 6 sheets of chart paper
- Teacher Resource 1: Movement Skills Checklist
- Student Resource 1: Self-Assessment Ladder
- Student Resource 2: Action Word Cards

Warm-Up

Prior to beginning the Warm-Up, outline safety criteria for moving in shared and personal space.

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

Freeze Song

- Have students move around the activity area to music, using all the space.
- Call out a mode of locomotion (e.g., walk, jog, skip, hop, twist, bounce, slide, pretend to fly). Students perform that mode of locomotion.
- When the music stops, students freeze.
- When the music starts again, call out a different mode of locomotion.
- Continue until the music ends.

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.

Action Word Sequences

- Each student receives a word card (see Notes to Teacher) and does not show it to anyone.
- Students practise acting out their words in different ways. For the word *creep*, for example, students can practise creeping in different ways (high, low, fast, slow, etc.).
- Give students the opportunity to act out their word in front of the class, while the other students try to guess the word. Encourage all students to participate but allow a "pass" if they do not feel comfortable.

Explain to students that you will be observing their demonstrated relationship and social skills during the lesson. Have students brainstorm what relationship and social skills are (shows consideration for others, accepts leadership, gives and accepts assistance, collaborates with others). Consider recording student ideas on chart paper to display around the activity area.

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

Briefly share with students the Success Criteria for Active and Safe Participation (see Teacher Resource 1: Movement Skills Checklist).

A&E

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

Teacher observation with verbal feedback of students' knowledge of relationship and social skills

Action

Partner Sequences

- Students work with a partner.
- Partners share their words from the Minds On activity with each other and compose a sequence of four actions.
- Pairs should include each word twice in the sequence, which must also have a beginning position and an ending position. For example, a sequence might look as follows:
 - beginning position – creep – leap – creep – leap – ending position
- Students work with their partner to decide the order of the sequence and how it should be delivered.
- Students practise their sequence first without music and then with soft, instrumental music when they share their routine with the rest of the class or in small groups.

This exercise provides students with good experience in problem solving, decision making and relationship and social skills.

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

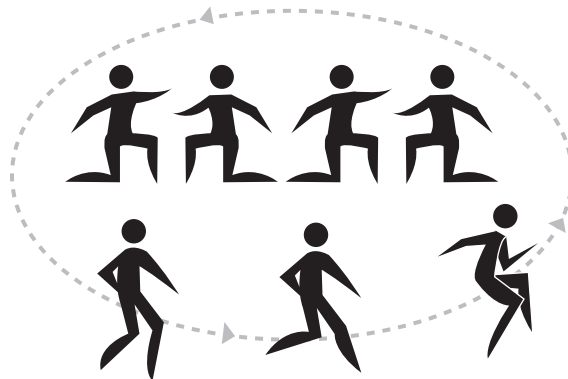
Cool-Down

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.

Musical Chairs

Divide the class in half. One half lines up, facing alternating directions and kneeling on one knee (see Fig. 1). These students are the musical "chairs." When the music begins to play, the other students walk, run, hop or skip in one direction around the line of "chairs" (see Fig. 1). When the music stops, students try to find an unoccupied knee. Students sit lightly on other students' knees. If there are not enough knees, students make a pose and connect to a person who is sitting on a knee. Continue moving and switch roles so all have a turn to move and to be a "chair."

Fig. 1



Lead stretches for the class. Stretch muscles from head to toe.

Consolidation

Post an enlarged copy of Student Resource 1: Self-Assessment Ladder in the activity area. Be sure to review each level of achievement with students. The top of the ladder is Level 4 (the highest level of achievement).

Provide each student with one sticky note and a writing utensil. Ask students to self-assess their relationship and social skills using the Self-Assessment Ladder. Ask students the following.

Teacher prompt: "What would someone's behaviour look like if he or she put the sticky on the top step (bottom step, third step, etc.)?"

Student response: "He or she would be speaking nicely to others and would listen to others' ideas."

Students write their name on their sticky note and attach it to the appropriate level on the ladder.

A&E

Teacher observation with verbal feedback of students' self-assessment of relationship and social skills

Next Steps

Students will continue to demonstrate active participation as they perform a variety of locomotor movements.

Ideas for Extension

Sequences can be done with groups of 3 – 4 students, using more words and creating a more complex sequence. Other elements can be added, such as moving apart and coming together, a turn, a jump, and so on.

Notes to Teacher

- Action Word Preparation: Copy the words from Student Resource 2: Action Word Cards onto individual cards to hand out to students. It may help students if you colour-coordinate the words in their categories. For example, put all of the Turning words on blue paper and all of the Stopping words on yellow paper.
- Students may select more than one card from each group if they need more of a challenge.
- 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.

Class: _____

Specific Expectations

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]

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

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]

[illegible]

Name: _____

Date: _____

Relationship and Social Skills

4	
3	
2	
1	

Name: _____

Date: _____

Turning – spin	Sinking and Rising – collapse	Contracting – shrink
Turning – twirl	Sinking and Rising – lower	Contracting – close
Turning – swivel	Sinking and Rising – lift	Contracting – narrow
Stopping – freeze	Travelling – skip	Jumping – leap
Stopping – perch	Travelling – creep	Jumping – prance
Stopping – hold	Travelling – hop	Jumping – bounce
Travelling – gallop	Travelling – dart	Expanding – grow
Percussion – stamp	Vibrating – shiver	Expanding – reach
Percussion – explode	Vibrating – shake	Expanding – open
Percussion – punch	Vibrating – wobble	Expanding – spread
Percussion – pound	Vibrating – patter	