

Creative Movement

Lesson 5 of 5

30 Minutes

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

Movement Competence,
Active Living
Dancing with Emotion

Learning Goals

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.

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)
- 5 – 6 sheets of chart paper (optional)
- 20 – 30 markers (1 per student, optional)
- Teacher Resource 3: Movement Skills Rubric

Warm-Up

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

Follow the Leader

- Have students line up in groups of 4 – 5.
- The student at the front of each line moves along various paths around the activity area, using different locomotor styles (e.g., skipping, galloping, jumping, hopping). The rest of the students in the line follow the movement that the leader is performing.
- After 30 seconds, call out "switch" and the leader moves to the back of the line. The next person leads, using a different way of moving.
- Repeat until all students have had a chance to lead.

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.

Review the Success Criteria for Active Participation with students from Teacher Resource 3: Movement Skills Rubric.

Brainstorm with students a variety of action words that could apply to a variety of different feelings. Do the same for situations that may cause each of the different feelings. Be sure to identify the different levels, speeds, directions and pathways used with each movement.

A&E

Teacher observation with verbal feedback of students' knowledge of active participation

Minds On - continued...

Consider using chart paper to record students' ideas. A sample chart might include the following:

Feeling	Action Word	Situations
Afraid	freeze, shake, shudder, tremble, quiver, clench, cringe, shrink	a haunted house, a roller coaster, a volcano erupting, a scary monster, a loud noise, a scary movie
Happy	hop, skip, swing, lift, spring, jump, clap, smile	hanging out with friends, a sunny day, a perfect mark on a test, eating a favourite food, a birthday, a new toy, a loving pet
Sad	droop, drag, flop, hang, rest, slump, cry	losing a pet, feeling alone, feeling sick, missing the bus, a cut knee, a broken favourite toy
Excited	twirl, fly, soar, cheer, dance, leap, trumpet, stamp	a party, winning a race, going on a trip, a roller coaster, a vacation, fireworks

Explain to students that in this lesson they will be sharing movements with the rest of the class. Ask students the following.

Teacher prompt: "What does it mean to be a good audience member?"

Student response: "Quietly listening and watching the presentation, and clapping at the end."

Remind students that you will be looking for good audience behaviour while they are watching their classmates and that behaving like a good audience is just as important as presenting.

Action

A&E

Emotion Sequence

- Students work in groups of four.
- Groups select a feeling and a situation from the chart created in Minds On, and then put together a sequence of at least four actions to represent the situation and their feelings in reaction to it. Sequences should include a beginning and an ending position, and may look as follows:
 - beginning position, ghost flying, jumping up in fright, then freezing, shaking or creeping away, ending position.
- Students may decide to work all together to perform the movements in a synchronized way. Alternatively, two students may act out the cause of the feeling while the other two act out the response.
- Encourage students to include different levels, speeds, directions and pathways with each movement in their sequence.
- Encourage students to be creative and to put together more than one sequence, if time permits.
- Allow time for groups to share their sequence with the rest of the class.

Teacher observation with verbal feedback of students' ability to demonstrate active and safe participation and locomotor movements using Teacher Resource 3: Movement Skills Rubric

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Consolidation

Ask students to present their sequences to another group in the class. Groups try to guess the situation expressed in the dance.

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

A&E

Teacher observation with verbal feedback of students' ability to demonstrate active and safe participation and locomotor movements using Teacher Resource 3: Movement Skills Rubric

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

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 move around the activity area, slowly decreasing their speed. Students stay in their groups of four and work together to stretch their muscles from head to toe.

Ideas for Extension

Improvisation

Students can work with their groups to practise creating spontaneous movement sequences. Instruct one student to select a feeling or a situation. The group then has 30 seconds to move and do a variety of actions linked to that feeling or situation.

Notes to Teacher

Look for tapes or CDs of Hallowe'en music or movie soundtracks to provide music that creates a strong mood. Instrumental music works best.

Class: _____

Overall Expectations

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

A1 - participate actively and regularly in a wide variety of physical activities and demonstrate an understanding of the value of regular physical activity in their daily lives

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

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

Specific Expectations

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

Success Criteria	Level 1 (Limited)	Level 2 (Some)	Level 3 (Considerable)	Level 4 (High Degree)
Application Relationship and Social Skills 1.4 <ul style="list-style-type: none"> shows consideration for others gives and accepts assistance follows instructions 	The student applies knowledge and skills in familiar contexts with limited effectiveness.	The student applies knowledge and skills in familiar contexts with some effectiveness.	The student applies knowledge and skills in familiar contexts with considerable effectiveness.	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness.
Application Active Participation A1.1 <ul style="list-style-type: none"> demonstrates readiness and ability to take part participates actively in all physical activities 	The student applies knowledge and skills in familiar contexts with limited effectiveness.	The student applies knowledge and skills in familiar contexts with some effectiveness.	The student applies knowledge and skills in familiar contexts with considerable effectiveness.	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness.
Application Safety A3.1 <ul style="list-style-type: none"> monitors their own actions to ensure safety applies safety rules and safety procedures 	The student applies knowledge and skills in familiar contexts with limited effectiveness.	The student applies knowledge and skills in familiar contexts with some effectiveness.	The student applies knowledge and skills in familiar contexts with considerable effectiveness.	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness.
Application Locomotor Movements B1.3 <ul style="list-style-type: none"> performs a variety of locomotor movements travels in different directions, pathways and levels alone or with a partner 	The student applies knowledge and skills in familiar contexts with limited effectiveness.	The student applies knowledge and skills in familiar contexts with some effectiveness.	The student applies knowledge and skills in familiar contexts with considerable effectiveness.	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness.