

Creative Movement

Lesson 3 of 5

30 Minutes

Curriculum Expectations 1.4, A1.1, B1.3

Movement Competence,
Active Living
Everyday Dances

Learning Goals

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.

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 and marker (optional)
- 20 – 30 sticky notes and writing utensils (1 per student)
- From Lesson 1: Teacher Resource 1: Movement Skills Checklist
- From Lesson 1: Student Resource 1: Self-Assessment Ladder

Warm-Up

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

Getting Ready for School

- Have students spread out in the activity area so they have enough room to move freely.
- Ask students to lie down and pretend they are in bed about to get up for school.
- When the music starts, using their bodies actively, students must show all the things they do when they get ready for school. This includes activities and movements at home, on the way to school and until they get to their desks at school.
- Remind students to keep moving all their body parts and to not stop until the music stops.
- The activity can end when most students are sitting at their imaginary desks.

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.

In a large-group discussion, have students identify and demonstrate some examples of activities they did while getting ready for school. These may include brushing teeth, eating breakfast, getting dressed, putting on coats, hats, mitts and boots and running to school. Students identify activities at different levels, speeds, directions and pathways. Consider recording responses on chart paper.

A&E

Teacher observation and verbal feedback of students' demonstrated knowledge of locomotor skills and concepts using Teacher Resource 1: Movement Skills Checklist (from Lesson 1)

Minds On - *continued...*

Explain to students that you will be observing their active participation during this lesson. Have students brainstorm what active participation is.

Teacher prompt: "What does active participation look like? Sound like?"

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

Action

A&E

Everyday Movements

- Divide students into groups of 4 – 5, or allow students to select their own groups.
- Ask students to brainstorm some examples of everyday activities that they or someone else might do. Provide them with theme prompts as they discuss (sports, games, work, playing on the playground, cooking, chores, etc.) Remind students to choose activities that involve moving the entire body and not to include activities that are limited to small movements, like brushing your teeth or reading.
- Ask groups to decide on one theme and to create five different movements that go with their theme. Students should practise all five movements, put them in a sequence and practise the sequence.
Example: If a student chooses chores as a theme, some possible movements may be:
 - sweeping the floor while walking
 - picking toys up off the floor and putting them away while bending and standing
 - dusting the furniture while standing at different levels
 - vacuuming while lunging
 - washing the dishes and putting them away on shelves and in cupboards.
- Play music for the students to practise with. Students can incorporate the beat of the music into their sequences to make them more interesting.
- Ask groups to share with the rest of the class. Invite the class to guess what the theme of their Everyday Movements is.

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

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.

Going to Sleep

- Students pretend the school day is done.
- In slow motion, they pretend to get into bed and go to sleep.
- Students should focus on breathing and relaxing as they do so.

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Consolidation

Post an enlarged copy of Student Resource 1: Self-Assessment Ladder (from Lesson 1) on the wall. Be sure to review what each achievement level looks like. 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 levels of active participation using the Self-Assessment Ladder. Ask students the following.

Teacher prompt: "What would someone's participation 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 constantly moving, rarely taking breaks and trying his or her hardest."

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

A&E

Teacher observation of students' self-assessment of active participation

Ideas for Extension

Two groups can get together, teach their sequences to each other and then make a longer sequence.

Next Steps

Students will continue to perform various combinations of locomotor movements at different speeds, levels, pathways and directions.