**Cross-curricular Lesson** Blaise Li

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| **Skill theme:** | Dance | **Equipment needed:** | Whiteboard |
| **Lesson:** | 3 of 4 |  | Markers |
| **Grade:** | 2 |  | Stereo |
| **Class duration:** | 45 min |  | Speakers |
| **Number of students:** | 20 |  | Music |

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| **Objectives:** | Students will be able to: |
|  | * Name three or four benefits of regular participation in physical activity * Describe benefits they have gained from participating in physical activity * Identify physical activities they would like to develop themselves * Change direction while moving to converge, avoid or join others * Demonstrate ready position for non-locomotor movement skills (e.g. walk, jump, skip, hop, gallop, turn, step-kick, hands wave, pivot, clamp/stamp, shake and push) * Create shapes with body (e.g. bending, curling, pulling, pushing and stretching) |
| **Assessment:** | Formative: |
|  | * Students can describe and demonstrate safe and controlled behaviours when participating in physical activity * Students can move through general space and incorporate directional change (see rubric attached) * Students can jump, skip, hop, turn, step-kick, pivot and stamp (see rubric attached) * Students can follow procedures and directions when participating in physical activities * Students can work co-operatively with others during physical activity * Students can demonstrate different ways of showing respect and encouragement during physical activity |

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| **PLOs:** |  |  |
| *Active living:* | A1 | * Describe the personal benefits of regular participation in physical activity |
|  | A4 | * Identify physical abilities they would like to develop |
|  | A5 | * Participate daily in moderate to vigorous physical activities |
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| *Movement skills:* | B1 | * Move through general space, incorporating directional change |
|  | B2 | * Demonstrate proper technique for performing specific non-locomotor movement skills |
|  | B3 | * Demonstrate proper ready position for locomotor movement skills |
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| *Safety, fair play and leadership:* | C1 | * Demonstrate safe behaviours when participating in physical activity (e.g. listening to and following directions, participating in appropriate warm up activities) |
|  | C2 | * Follow established procedures and directions when participating in physical activity |
|  | C3 | * Demonstrate respect for others during physical activity (e.g. respecting varying ability levels, taking turns, giving encouragement) |

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| **Time** | **Movement Experience** | **Organization** | **Teaching Point** |
| 10 min | **Warm up: states of matter activity**  Teacher introduces activity:   * Reviews particle movement with students (gas move freely at high speeds, liquid move about, slide past each other, solid jiggle slowly). * Teacher informs students that they are particles in this activity. * Teacher calls out a number and an example of solid, liquid or gas. * Students form groups accordingly (ex. apple juice of 5 particles – students find five other students, link arms and move about together in a fluid motion, rock of 3 particles – students find three other students and jiggle in their spots). * Once students are comfortable, teacher calls out example and ask students to move for a certain count (ex. skip for 8 counts once you form an apple juice of 3 particles).   Variations:   * Students can hop, skip or jump instead of running/jogging when in the state of a gas. * Students can call out examples once the activity to demonstrate their knowledge. | Scattered and moving throughout the activity area | * To relate particle movement of solids, liquids and gas to a physical activity * To practice converging, avoiding and joining others while moving * To give students a chance to warm-up before the lesson |
| 5 min  (15 min) | **Body: Connecting subjects brainstorm**   * Teacher asks students to brainstorm how particle movements are related to dance (ex. speed of particle – tempo of music, liquids and gas are not limited in their movement (ex. can be bouncing, jumping, skipping). * Teacher and class brainstorm different non-locomotor movement skills and then select 4 – 5 actions to develop (ex. jump, skip, hop, turn, step-kick, pivot and stamp). | Class sitting together | * To help students connect Science, PE and music together * To give students a chance to brainstorm various movement skills and to share movement skills learned from previous classes |
| 10 min  (25 min) | **Body: Movement practice**   * Teacher reviews/models new movement skills (sharing key aspects to focus on). * Students practice with a partner or individually. * Teacher asks students to individually pick a movement to practice. Then, teacher plays music (that varies in rhythm and speed) and asks students to move accordingly. * Teacher asks Ss to share which state of matter they thought of as the music was playing. | Students scattered in personal space  Students scattered, travelling through general space | * To practice non-locomotor movement skills. * To listen to music, paying attention to the rhythm, beat and speed. |
| 10 min  (35 min) | **Body: Dance routine**   * Students form groups of 4 and select 4 actions to develop into a dance. * Teacher gives students the count to the song and asks students to create a routine. * Teacher gives students time to practice and informs students that 2 groups of students will perform afterwards.   Variation:   * Students can collaborate with another group if they’d prefer (group of 4). | Groups scattered throughout gymnasium and travelling through general space | * To give students an opportunity to express themselves creatively * To practice communicating others to share ideas and collaborate * To promote creative dance |
| 5 min  (40 min) | **Body: Dance performance**   * Groups perform. * Teacher informally assesses students on their movement skills. | Groups performing in the space as determined by the teacher | * To give students a chance to demonstrate their learning and creativity |
| 5 min  (45 min) | **Conclusion: Cool down stretch**   * Teacher leads a cool down stretch while asking students related to physical movement, dance, music and states of matter. * Teacher also asks students to conduct a self-assessment of their learning and to close their eyes and show the development of their skills (thumbs up: good, middle: so-so, thumbs down: needs more practice). | Class sitting in a circle | * To give students a chance to reflect on their learning and skills developed throughout the class * To cool down, relax and calm down before returning to class |

**Cross-curricular Lesson Assessment Rubric**

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|  | **Needs Improvement** | **Meeting Expectations** | **Exceeds Expectations** |
| **Dance routine: Rhythm** | Student is inconsistent or requires assistance in identifying the beat of the music. Student is out of step or not synchronized. | Student frequently demonstrates the beat and can maintain it in the dance. | Student consistently demonstrates stylistic moves and maintains the beat of the music. |
| **Dance routine: Beat** | Student is inconsistent or requires assistance in dance steps. | Student frequently demonstrates the beat and can maintain it in the dance. | Student consistently maintains the beat in their dance maintains it throughout the dance. |
| **Movement skills:** | Student requires more practice of the movement skills. | Student frequently demonstrates the movement skills. | Student consistently demonstrates the movement skills and shows confidence in their movements. |
| **Participation:** | Student requires reminders to follow instructions or requires encouragement to complete the task. | Student is productive and engaged in activities. | Student is consistently productive and engaged. |
| **Teamwork:** | Student has difficulties working with group members. | Student cooperates with group members, showing respect and open-mindedness. | Student consistently interacts with group members, showing respect, open-mindedness and enthusiasm. |