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| **LESSON PLAN**  |
| **SCHOOL: UBC** |  |
| **INSTRUCTOR: Nikki Pierce, Rachelle Pearson, Prakruti Lodhia,** **Kelli Brisbourne** |  |
| **SUBJECT: Physical Education** | **GRADE: 3** |  |
| **THEME: Dance** |  |
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| **Objectives**: **Arts Education: Creating Dance**A1 move expressively to a variety of sounds and music-Students will be able to demonstrate expressive movement to a variety of sounds and music during follow the leader dance activity and extensions to the chicken dance**Movement Skills**B4 perform selected non-locomotor and locomotor movement skills in sequence-Students will be able to perform a sequence of non-locomotor and locomotor movement skills by learning chicken dance sequence**Safety Skills**C1 demonstrate safe behaviours while participating in a variety of physical activities-Students will be able to demonstrate safe spatial awareness by providing appropriate personal space during all activities |  |
| **Materials and Resources:**-Music and music playing device-Whistle -P.E. Journals (for self-evaluation assessment) -Rubric |  |
| **Safety:**-Outline clear boundaries -Intro activity- Whole gymnasium -Wrap up activity- form one large circle**-**Spatial awareness- discuss personal space (arms stretch, 360 degree turn)-Responding appropriately to whistle (model at the of beginning of class)-Remind students about being sensible, a good team player and inclusive |  |
| **Lesson Intro: led by Kelli Brisbourne** **-Ask students to form a semi circle in the center to the gym to explain warm up activity and expectations****-**Start By introducing the expectations of the whistle. (Stop what you are doing immediately and wait for next instructions)-5 minute warm up which is a combination of follow the leader and freeze dance (Adapted from Action School BC), which utilizes creative dance movements.-During the warm up, **Team teachers will demonstrate warm up activity** (Use student volunteers in other circumstances)-**Point out areas of the gym that represent the 6 areas where the groups of students will meet for first activity and explain that once the activity beings they will have use of the whole gym**-Count students off 1-6 to form 5 groups of 6 students-**Ask if any students need another explanation before we start**-Students will be in groups of 6 and will start by copying the movements of the leader in a train formation around the gymnasium to music. -When the music stops, students will freeze in their last movement. **When we call switch,** the leader will then go to the back of the train and the next student in line will be the leader. -After each student has had a chance to be the leader of their group, the whistle will blow and students will be expected to stop and listen for next activity instructions **(ask all students to join Nikki in a circle in the center of the gym)** | 5 |
| **Teaching “Chicken Dance” led by Nicole Pierce (10 minutes)**Today we will be starting our unit on dance, and as you have all demonstrated during our warm-up, EVERYONE can dance ☺. Dancing encompasses many locomotive and non-locomotive movements. Who can guess what locomotor and non- locomotor movements are? * Take student suggestions
* Explain:
	+ Locomotive movements: Locomotor movement is when you actually move from one place to another. Locomotor movements are:
		- Walking
		- Running
		- Sliding
	+ Non-Locomotive movements: moving on the spot without going anywhere. Non-locomotor movements are:
		- Twisting - the rotation of a selected body part around its long axis
		- Bending - moving a joint
		- Swaying - fluidly and gradually shifting the center of gravity from one body part to another
		- Stretching - moving body parts away from the center of gravity
		- Turning - rotating the body along the long axis
		- Swinging - rhythmical, smooth motion of a body part resembling a pendulum

Today we will learn a dance that will allow us to practice both our locomotor and non-locomotor movements. We are going to be learning the “Chicken Dance”. * Teacher to get students divided into three lines with window spacing.
	+ Get everyone to line up in a row and label them 1, 2, or 3
		- 1’s go on front line, 2’s to go on row behind and 3’s to go behind them
		- Student always stands between two people in front of them so that everyone can see
		- Note: Lines can alternate (front line to the back, middle to front, back to middle)
1. Teacher will first go over the moves using Teaching Cues.
	1. Explains that dance steps are broken into counts of 8 to help simplify learning the dance movements.
	2. We will be learning a sequence of steps that required 2 counts of 8 to make a total of 16 counts all together.
	3. Each step we learn will coincide with a count of music.

1st cue: “Chirp” = Pinch fingers and thumb together to create a beak with your hands2nd cue: “Chirp” = Pinch fingers and thumb together to create a beak with your hands3rd cue: “Chirp” = Pinch fingers and thumb together to create a beak with your hands4th cue: “Chirp” = Pinch fingers and thumb together to create a beak with your hands 5th cue: “Flap” = Bend arms (fingers to armpits) to create wings with your arms6th cue: “Flap” = Bend arms (fingers to armpits) to create wings with your arms7th cue: “Flap” = Bend arms (fingers to armpits) to create wings with your arms8th cue: “Flap” = Bend arms (fingers to armpits) to create wings with your arms9th cue: “Wiggle” = Wiggle hips while moving down10th cue: “Wiggle” = Wiggle hips while moving down11th cue: “Wiggle” = Wiggle hips while moving down12th cue: “Wiggle” = Wiggle hips while moving down13th cue: “Clap”= Clap hands together14th cue: “Clap”= Clap hands together15th cue: “Clap”= Clap hands together16th cue: “Clap”= Clap hands togetherREPEAT 4 TIMESWhen music changes extend your arms like bird’s wings or an airplane and fly around the room. When music is dying down head back to your original spot and get ready to start from the beginning again. 1. Once counts and steps are mastered, students will dance the chicken dance along with music.
	1. Tell students that the pace of the music will speed up and slow down through out the song
		1. Practice counting the beats super slow and super fast before having them start the dance from the beginning
2. Once music stops teachers blows whistle, gets class to take a seat
	1. Ask students if they can identify what parts of the dance are locomotor and what parts are non-locomotor.
3. Teacher asks all students to stand up and show me an example of JUST a non-locomotor move, then just a locomotor move, then asks them to combined the two movements to create a full body movement. Tell them that this is now their own signature dance move!

**Creative Adaptation:** **Led by Rachelle Pearson (10 minutes)** **-Students will be asked to create a semi- circle around the teachers.****-Rachelle will lead this sequence of the lesson, with assistance by Nikki, Kelli, and Prakruti**-The students will now be told to create an original dance sequence. -They will be asked to complete a sequence that runs 4 rounds of 16 counts, so the first 4 rounds of the chicken dance. -The groups will be given approximately 8 minutes to create their own new movements that will match the First 64 counts of the Chicken dance. -Each group must use locomotor and non- locomotor movements. -They will be divided into 5 groups of 6 and then asked to work as a team to make their own dance. **-Teacher will split the group up by random, counting off 1,2,3,4,5,6 until all students have been accounted for.** -Music will be looped in the background to facilitate movements -The students reminded to be sensible, appropriate, safe, and the importance of teamwork. -Blow off the whistle will signify commencement of the free original dance creation time.-Teachers will be assisting groups if necessary and may suggest movements if students are having trouble coming up with movements. -Teachers will rotate and provide encouragement also for students.**-After 8 minutes, whistle will be blown and students asked to come in for debrief.****-There will be challenge by choice in terms of the performance, as groups will be given the opportunity to perform their dance or they could watch.** **-Prakruti will now take over for cool down.** | 20 |
| **Assessment:*****1)*** *Self-Evaluation: P.E. Journal*Guiding Questions* + Which part of the lesson did you enjoy the most?
	+ Did you work well in a team to create your original dance?
	+ Was it challenging to create your own dance moves?

**2)** *Rubric*(See Attached) |  |
| **Adaptations or Modifications***Warm Up:*-Give examples of dance moves given the range of abilities in each individual class-Potentially shorten this activity if it doesn’t challenge the students enough  *Chicken Dance:*-Slowing down or speeding up instructions based on student abilities and their understanding levels *Original Dance Sequence:*-Give students ideas of potential dance moves if they are having difficulty coming up with their own movements.*Cool Down:*-Adapt movements in terms of levels of energy within the class group |  |
| **Lesson Closure -** **Guess the leader: Prakruti Lodhia****-Ask students to create a large circle in the center of the gym -** Class forms large circle facing each other. -**Explain that the class will lead the stretches and will be challenged to make their stretches into non-locomotor dance moves**-One student leads the group in body movements while one student is asked to step outside the circle and close their eyes momentarily. Students who want to lead will have to quietly put their hand up. **Team teachers will tap them on the shoulder if they are chosen to lead.** -**Ask for a volunteer to be the guesser. Once their eyes are closed ask for a stretch leader.** -The student returns and begins to copy the movements of their classmates while having three chances to guess who the leader of the group is. -If the student chooses correctly, the leader becomes the next student to have to guess who the leader is-If the student does not guess correctly, the leader gets to choose who will guess next-**Repeat 4-5 times (according to allotted time)** P.E Journal Guiding Questions **– Once finished P.E. lesson, explain to the students that when they get to class they should get their P.E. Journals** | 5 |
| **Transition:** **-**Use whistle to indicate transition to each activity-Outline clear boundaries for each activity before transition-Have students line up single file at the door before returning to class |  |
| **Rational:****Cross-Curricular Extensions**-Language Arts (journaling)-Arts Education (Creating dance, dance elements)-Physical Education (Fundamental movement skills and safety skills)**Physical domain:****-**Students will incorporate non-locomotor and locomotor movement skills-Students will be able follow sequence of movements and keep rhythmic movement**Cognitive domain:**-Ability to listen and follow instructions-Ability to work cooperatively in small groups to plan/develop an alternate ending to the *chicken dance***Affective domain:****-** Offer encouragement/positive reinforcement -Performance of small groups (2 groups at a time) so students do not feel self-conscious and in the spotlight -Teach students to have fun and participate while being safe, cooperative and following the rules |  |

**Task Progression Model**

**APPLICATION**

The performance of a routine that incorporates the 16 counts of predetermined dance movements as well as the creative alternative ending of 8-16 counts created by small groups.

**SIMPLIFYING**

Teach 16 counts of predetermined dance movements broken down into sequences of 4 counts each.

**REFINING**

Break down each individual movement within the 16 counts of predetermined dance movements.

**BASIC TASK**

Successfully complete 16 counts of predetermined dance movements.

**EXTENDING**

Complete 16 counts of predetermined dance movements, work within a small group to create an alternative ending by adding 8-16 counts of locomotor and non-locomotor dance movements.