

Unit: Dance

Curricular Goals for the Unit:

- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills

Systematic Task analysis of steps:

Dance to music:

- Start with teaching what a count of eight is and understanding a beat in music
- Count out a count of eight to the music so students understand the timing
- Have the students step to the beat of the music

Step Touch:

- Take right foot and step out transferring your weight
- Take left foot and tap it beside your right foot not transferring our weight
- Take our left foot and step out transferring our weight entirely
- Take our right foot and tap it beside our left foot not transferring the weight
- Repeat this as long as you would like to

Grape Vine:

- Take right foot and step shoulder width apart transferring half our weight
- Take our left foot and cross behind our right foot transferring weight
- Take our right foot and step out again shoulder width apart uncrossing our feet transferring half our weight
- Take our left foot and tap it beside our right foot without transferring weight

Box Step:

- Take your right foot and step forward in the left corner of a personal box transferring half our weight
- Take your left foot and cross in front of the right transferring half our weight
- Take your right foot and uncross stepping back into the right back corner of your own personal box
- Take your left foot and step back into the left corner of your box to make it back to shoulder width apart with your weight distributed between both feet

Push Turn:

- Take your right foot and step forward creating a foot between both of your feet
- Rotate your feet and body to face the other way without moving our feet this is a 180 degree rotation
- Repeat as needed or necessary

<p>Lesson: 1 of 3 Lesson time: 45 minutes</p> <p>Topics: Intro to dance - rhythm, movement, beat, and basic dance moves/steps.</p> <p>Grade(s): 6</p> <p>Materials & Resources: Music : speakers...</p>	<p>Learning Observation: TSWBAT The student will be able to start to recognize and follow the beat of the music with movement.</p> <p>Psychomotor: Dancing</p> <p>Cognitive: Following the beat</p> <p>Affective: Creating a safe and fun environment where students are able to express themselves while discovering new dance moves/ finding the rhythm/beat</p>
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Parts of lesson:	Time:	Teacher points
<p>Warm up: Dynamic cardio and stretching to music</p>	<p>10 minutes</p>	<p>Warm up time is flexible as students need to get changed Students enter the gym and start running laps, then once everyone is out of the change room have students come to the center of the gym and lead a stretching circle, taking pose suggestions from students. Play music to set the tone of the lesson.</p>
<p>Body: Introducing simple moves and scaffolding them together into a short combo</p>	<p>30 minutes</p>	<p>Start with students in lines with windows so everyone can see the teachers at the front. Start the music softly so you can lead the students through a cardio warm-up. Lead the students through jumping jacks, high knees, kick butts, and other similar cardio exercises for one song. This is to get the students heart rate up and ready to dance. Lead the class through a song a slowly introduce new dance moves, start simple and work your way up. Start with step touches, turns, jump claps, moving up to</p>

		box steps, kick ballchange and other moves. Let the students work on these moves as a class and assist when necessary. Put together a short combo with the new steps they have just learned just two counts of eight.
Cool Down: Stretching circle and closing questions	5 minutes	Have students come back to the center of the gym and lead a stretching circle, taking student suggestions for poses. While stretching ask students some closing questions about the lesson such as “What was the main thing you learned during this lesson?” “What aspect did you find most challenging?” “Are there any specific dance moves you would like to learn?”

UDL:
8.2 Vary demands and resources to optimize challenge

<p>Lesson: 2 of 3 Lesson time: 45 minutes</p> <p>Topics: Teacher Lead Dance - building off the moves students have previously learned the teacher guides them through learning a dance.</p> <p>Grade(s): 6</p> <p>Materials & Resources:</p>	<p>Learning Observation: TSWBAT The student will be able to learn a basic dance routine and keep to the rhythm of the music</p> <p>Psychomotor: Dancing (twisting, sashay...)</p> <p>Cognitive: Remember the steps to the dance, follow the beat/rhythm</p> <p>Affective: Learning a new dance</p>
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Parts of lesson:	Time:	Teacher points
Warm up: Dynamic cardio and stretching to music	10 minutes	Warm up time is flexible as students need to get changed Students enter the gym and start running laps, then once everyone is out of the change room have students come to the center of the gym and lead a stretching circle, taking pose suggestions from students. Play music to set the tone of the lesson.

Body:	30 minutes	Start with a review of the moves we learned in the previous class. Then introduce that they are learning a dance today as well as the idea that next class they will get to create their own dance. The students will get into lines like the previous class and we will lead them in the same cardio warm-up. Start teaching the students the dance combo you have created. REview continually throughout the class and make sure the students understand. Let them know the different levels in each move so that if they cannot fully achieve it they can still participate. Have one teacher walkaround and assist students when necessary. Once the students know the dance, run it until everyone is comfortable.
Cool Down: Stretching circle and closing questions	5 minutes	Have students come back to the center of the gym and lead a stretching circle, taking student suggestions for poses. While stretching ask students some closing questions about the lesson such as “What was the main thing you learned during this lesson?” “What aspect did you find most challenging?” “Are there any dance moves you want to incorporate into the dance you are choreographing?”

UDL:
8.2 Vary demands and resources to optimize challenge

<p>Lesson: 3 of 3 Lesson time: 45 minutes</p> <p>Topics: Creative dance - students use what the have learned to design and choreograph a dance</p> <p>Grade(s): 6</p> <p>Materials & Resources:</p>	<p>Learning Observation: TSWBAT The students will be able to follow beat/rhythm and will know some dance moves to string together themselves into a dance.</p> <p>Psychomotor: Dance...</p> <p>Cognitive: Creative opportunity for students to come up with their own dance; students must think about what has been learned thus far in unit and bring together to form original dance.</p> <p>Affective: Creating a new dance with thought to previously learned skills</p>
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Parts of lesson:	Time:	Teacher points
Warm up: Dynamic cardio and stretching to music	10 minutes	Warm up time is flexible as students need to get changed Students enter the gym and start running laps, then once everyone is out of the change room have students come to the center of the gym and lead a stretching circle, taking pose suggestions from students. Play music to set the tone of the lesson.
Body: Students Create their own dance with the moves they have been taught	30 minutes	Begin with the students doing the cardio and dance step warm-up to put them in the mood to dance. Review the dance you taught the students till everyone is comfortable. Get the students into small groups and let them add on to the dance as a group. At the end of class we will have a sharing circle and watch the other dances. The teachers will walk around the gym and assist groups who are having trouble. If a group is really uncomfortable with sharing while everyone is practicing the teacher can watch to evaluate.
Cool Down: Stretching circle and closing questions	5 minutes	Have students come back to the center of the gym and lead a stretching circle, taking student suggestions for poses. While stretching ask students some closing questions about the lesson such as “What was the main thing you learned during this lesson?” “What aspect did you find most challenging?” “Overall how well do you think the dance you choreographed went?”

UDL:

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