

**75 minutes**

**Curriculum Expectations:**

PAV.01X, ALV.01X, ALV.02X

PA1.01X, PA1.02X, PA1.03X

AL1.01X, AL2.03X, AL3.01X

## Dance Steps

Grade 9-10 | Creative Movement

### Learning Goals

By the end of this lesson, students will be able to:

Use and combine movement skills and movement principles while exploring creative movement Participate regularly in physical activities, choosing a wide range of activities Demonstrate positive responsible personal and social behaviour in physical activity

### Facility

Indoor facility (dance studio with mirrors, if available)

### Safety Requirements

Refer to the Ontario Physical Education Safety Guidelines - Secondary Curricular Module, dance activity page.

### Equipment List

- Audio equipment
- Music
- Chart paper displaying action movements (optional)
- Chart paper

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### Warm-Up

#### Fitness Blasts

Begin in a large circle. Explore walking with small steps, large steps, fast, slow, change direction, arm swings, bodies close together, apart. Continue this movement while running and switching positions within the circle, moving to different sides, going around other people (e.g., every third person move up). Students move into scattered formation.

Students listen and respond to commands. Encourage students move freely and scattered around the gymnasium, not in a circle. Prompt students fill the spaces, visualizing going into an empty room and filling it up with their presence.

Begin introducing different movements such as:

- under – swimming underwater
- tight – crawling through a small cave
- slide – walk/run on ice
- splash – stamping into a puddle
- fall – trip up the stairs
- flick – brushing a big bug off your body
- burst – you are a tire with too much air in it
- sneak – animal stalking your prey
- reach – picking stars out of the sky
- tiptoe – stretch and sneak
- sink – stepping into mud or quicksand
- explode – something suddenly makes you very angry
- carry – you are giving a piggyback ride
- twitch – hands are tied and a fly keeps pestering you
- rock – in a boat at sea
- spin – you are a top
- dodge – playing dodge-ball
- spring – walking across a trampoline

The students may perform these movements while jogging and/or staying in one place for 10 seconds, then resuming locomotion. Encourage students to vary the speed of the various movements, e.g., fast forward or slow motion.

Consider displaying movements on chart paper for student reference.

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### Minds On

Share and clarify the lesson Learning Goals with students. Students rephrase Learning Goals using their own words. Have students share newly worded Learning Goals orally.

Using the Think Pair Share Strategy, have students brainstorm relationship and social skills that will be required when performing a dance with a partner or small group. Have pairs share their response. Record student responses on chart paper. Share with students that these responses will be used as the Success Criteria for today's lesson. Refer students back to the criteria throughout the various tasks.

### A&E - Minds On

Teacher observation of students' demonstrated knowledge of social behaviours using the anecdotal recording chart.

### Action

#### Creating a Mini-Routine

Students will form groups three or four and create a mini-routine using movements from the Warm-Up.

The routine should:

- consist of at least seven different steps;
- last for at least 32 beats of music;
- lasts approximately 3-5 minutes (repeat sequence);
- make use of change in direction and level;
- make use of change in space, time and energy (create at least two shapes);
- must have a definite ending with a five-second hold.

Allow 15 minutes for the creativity and organization, and then groups perform first draft of routine in front of peers. Half of the groups perform at one time, while the other half observes, and then switch roles. This allows students to become more comfortable about performing in front of peers, and begins to instill confidence in movement ability.

Students provide feedback for each other.

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## Dance Steps

Grade 9-10 | Creative Movement

### A&E - Action

Teacher observation of students' demonstrated active participation and social behaviours while performing combinations of locomotor movement skills while applying movement principles using the anecdotal recording chart.

### Cool-Down

#### Slowing Down

Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should stretch all body parts that have been active throughout the lesson.

The teacher will use cue words to have the students perform some of the following movements as a cool-down. Include slower exercises that are more sustained.

- Freeze – play red light/green light or ice sculpture
- Collapse – house of cards falling
- Curl – little snail getting into a small ball
- Pick – picking up a pencil off the floor with your toes
- Shake – like a tambourine
- Melt – like the Wicked Witch in the Wizard of Oz
- Bend – tree in the wind
- Float – balloon
- Loose – falling apart

### Consolidation

Students will consider feedback received from classmates and practise the revised routine. Students will perform their revised mini-routine for another small group. Following the final performance students will think, pair, share with their group areas of “glow and grow” when working with a team. What were areas that the group worked well in, “glow’s” and what were areas that could use “growth”.

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### Notes to Teacher

Have all movements written on chart paper or blackboard so students may incorporate them into their routines or for reference.

Ask students how they felt being relatively spontaneous with their movements and how many different, unusual ways they moved today.

Students may respond in personal journal for Healthy Active Living profile.