

Movin' Mixer

Grade 5 | Choreographed Dance

Learning Goals

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

- explore different combinations of locomotor movements using different pathways
- participate actively in sustained moderate to vigorous physical activities while demonstrating creative movements.

Facility

Gymnasium

Safety Requirements

Refer to the Ontario Physical Education Safety Guidelines at safety.ophea.net.

Equipment List

Audio equipment and a variety of upbeat music

Chart paper with dance moves



[Teacher Resource 1: Active Living, Movement Competence and Living Skills Anecdotal Recording Chart](#)

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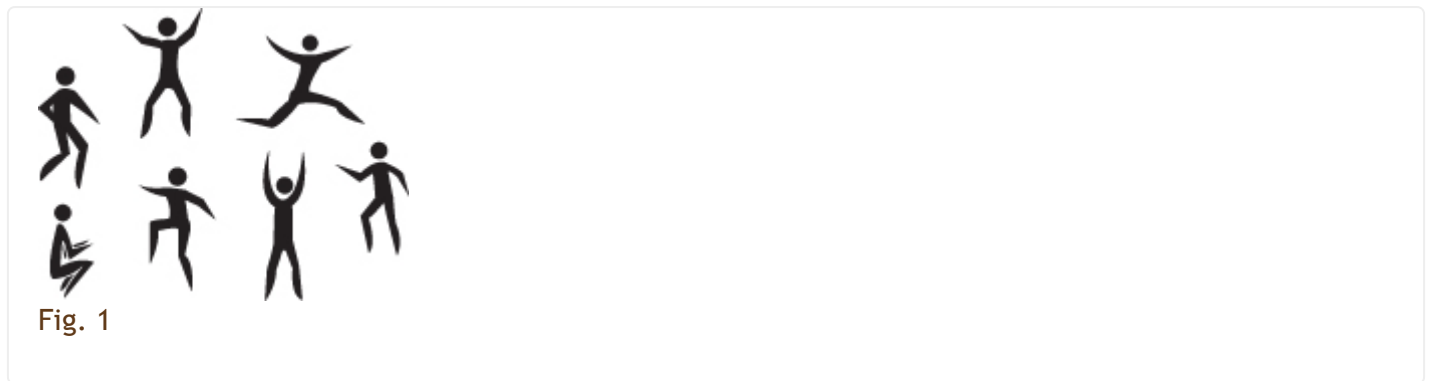
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Warm-Up

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

On the Spot / Go

- Have students jog, jump and hop on the spot (see Fig. 1).
- On the signal “Go,” students begin jogging, jumping or hopping while moving around the room.
- On the signal “On the spot,” students jog, jump or hop on the spot.
- Students alternate between jogging, jumping and hopping.
- Remind students to begin slowly and gradually increase speed as they warm up.



Minds On

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

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- Have students stand in scatter formation.
- Lead the students through the following dance one part at a time.
- Have students practise each part moving to slow music, then to faster music.

Part	Count	Action	Cue Words
A	2 beats	Sway your upper body to the right (with a small double bounce).	Sway, sway

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Part	Count	Action	Cue Words
	2 beats	Repeat to the left.	Sway, sway
	4 beats	Repeat both sides.	Sway, sway, sway, sway
	4 beats	Walk backward four steps (away from partner).	Back, back, back, back
	4 beats	Walk forward four steps (toward partner).	Forward...
	16 beats	Repeat Part A.	
B	2 beats	Slap own thighs two times.	Slap, slap
	2 beats	Clap hands with partner two times.	Clap, clap
	2 beats	With elbows bent, touch right forearms two times with partner.	Right, right
	2 beats	With elbows bent, touch left forearms two times with partner.	Left, left
	4 beats	Walk to the right side three steps and kick.	1, 2, 3, kick

A&E - Minds On

Teacher observation with verbal feedback of students' demonstration of active participation

Action

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- Working in pairs, have students face a partner and repeat the dance.
- Remind students that when facing a partner, their actions will be in opposite directions.
- Students will back-step away from their partner in Part A and walk away from their partner in Part B.
- Repeat the dance using different upbeat music.

A&E - Action

Teacher observation with anecdotal writing of students' demonstration of movement skills, active participation and living skills using Teacher Resource 1: Active Living, Movement Competence and Living Skills Anecdotal Recording Chart

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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.

- Have students work in groups of 3 - 5.
- Have each group form a circle.
- Have each student take a turn in the middle leading a stretch.

Consolidation

- Have students perform the Movin' Mixer in a circle formation with an inside circle and an outside circle (see Fig. 2).
- Students in the inside circle have their backs to the centre of the circle.
- Students in the outside circle face the centre and their partners.
- As a mixer, students walk to the right three steps, and the new person in front of them will be their new partner. (This person should be the person who was standing to the left of their original partner.)



Fig. 2

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A&E - Consolidation

Teacher observation with anecdotal writing of students' demonstration of movement skills, active participation and living skills using Teacher Resource 1: Active Living, Movement Competence and Living Skills Anecdotal Recording Chart

Next Steps

Students will continue to develop their locomotor movements as they actively participate in a variety of choreographed dances.

Notes to Teacher

- Students should have a working knowledge of the principles of movement (body awareness, space awareness, effort and relationships).
- Consider using music recommended by the students. Be sure to check for inappropriate language and messages ahead of time.
- Students can work in partners if this makes them more comfortable. Partners face each other.
- One person starts with the left foot and their partner starts with the right. Have students practise the dance with partners in scatter formation.
- When they're changing partners, encourage students to find partners quickly. All students should be willing to work with any student in the class. Establish a "lost and found" area (e.g., centre circle of the activity area) for any student who cannot find a partner immediately. Students pair up with any other student moving toward the "lost and found."