

Creative Dance Unit Plan

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<p>Lesson #: 1 of 4</p> <p>Topic: Basic animal movements.</p> <p>Grade(s): 3 co-ed.</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> - Speaker, music device, and child-appropriate songs. <p>What the students have learned:</p> <ul style="list-style-type: none"> - Basic animal movements on their own. 	<p>Learning objectives:</p> <ul style="list-style-type: none"> - Practice and learn different movement skills and animals. - Practice moving along with the music. - Include Indigenous education into physical education. - Different types of physical activities, including individual and dual activities, rhythmic activities, and games. (British Columbia Ministry of Education, 2016b) - The students will be able to “apply a variety of movement concepts and strategies in different physical activities.” (British Columbia Ministry of Education, 2016b)
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<p>Parts of the lesson:</p> <ol style="list-style-type: none"> 1. Warm-up 2. Body 3. Culminating 4. Cool down/ closure 	<p>Time:</p> <p>5min</p> <p>15min</p> <p>10min</p> <p>5min</p>	<p>Teaching points:</p>
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<p>Lesson Description</p> <ol style="list-style-type: none"> 1. Warm-up <p>Freeze Dance (fish, frog, bear, bird).</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> - Students are spread out around the gym. - The teacher will give an animal to the students which they will dance/ move as once the music starts. - When the teacher stops the music the students must freeze. - The teacher will then shout out a new animal for the students to move as and the music will begin again. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> - Students who do not want to or cannot participate can be in charge of starting and stopping the music and shouting the new animal. <p><u>UDL:</u></p> <ul style="list-style-type: none"> - Promote expectations and beliefs that optimize motivation. (9.1) 		<ul style="list-style-type: none"> - Students should be encouraged to move freely in the space provided. - Sounds are very much encouraged when doing animal movements. - Encourage student’s safety, no contact with other students.
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Psychomotor:

- Dancing to the music and pausing when the music stops.
- Recreating animal movements.

Cognitive:

- Predicting when the music might pause.
- Carefully listening to music.
- Think about what movements can be stopped easily when the music stops.
- Having spatial awareness.

Affective:

- Creating a safe environment for the students.

2. Body

Introduction to animal movements (footprints, arms, sounds: fish, frog, bear, bird).

Procedure:

- Students will be given the chance to explore animal movements.
- While music is playing the students will be told to concentrate on one section of their body that will reflect how the animal's move and sound.
- This continues until each animal has been addressed and the students are able to move comfortably like the animal.

Modifications:

- Different animals.
- Different amounts of animals.

Psychomotor:

- Moving like each animal that is being focused on.

Cognitive:

- Concentrate on how the animal would move.

Affective:

- Creating a safe environment.

3. Culminating

Ecosystem dance (wilderness)

Procedure:

- Students can now choose which of the four animals they want to do.
- Sections will be coned off to represent different parts of the ecosystem (water, land, sky).
- Students will be given the chance to become the animals and travel through these ecosystems as whatever animal they want,

- Give students prompts for each animal movement.
 - For example, what kind of footprints would fish leave behind? How do they move? What do their arms do? What do they sound like?
- Encourage safety: no physical contact with other students.

- Encourage gradual release of responsibility in order for students to take charge of their decisions.
- Allow students to move freely in the space and have time for play.
- Safety should be encouraged, with no physical contact with other students.

- They can either say stay being a frog throughout or they can be given the chance to change their animal and move throughout the ecosystems.
- Music will be playing during this time.

Modifications:

- If a student doesn't feel comfortable joining this activity they can help with the music choice.
- If a student does not feel comfortable doing one animal this activity is perfect because they do not have to.

Psychomotor:

- Moving like each animal that is being focused on.

Cognitive:

- Concentrate on how the animal would move.
- Think about how the ecosystem would affect the animal.

Affective:

- Creating a safe environment.

4. Cool down/debrief

Four corners

- Students are put into four groups each one starting in one corner.
- One student stands in the middle with their eyes closed.
- The teacher will be playing music (any upbeat children's music) and the students in the four corners will roam around the room (the student in the middle still has their eyes closed).
- The teacher counts down and the students find one of the corners.
- The student in the middle will call out one corner and whichever students are in that corner will be out and can dance on the side.

Psychomotor:

- Quietly moving around the room.

Cognitive:

- Listening to music, the student in the middle and the teacher.
- The person in the middle listening intently.
- Having spacial awareness.

Affective:

- Creating a safe environment.

Closure

- Have students sit in a circle and debrief the lesson.

- Encourage sounds, remembering how the animals move etc.

- Make sure the students know that it is a silent game and the objective is to be light on your feet, so the corner you end up in is not heard by the person in the middle.
- Go over safety concerns, respect for each other and the student in the middle, and encourage students to not touch each other.
- Encourage dancing on the sidelines (once students are out).
- Encourage students to get a drink of water when they get out.

- Ask the students which movements were difficult and which were easy and why.
- Ask students for suggestions on other animals they could embody next time.
- Ask students which animal they enjoyed moving around as the most and why.
- Ask students what they thought could be improved in the games.

British Columbia Ministry of Education.(2016b). *Physical and Health Education*. Victoria, BC:

Author. URL:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/3>

Checkpoint 9.1 promotes expectations and beliefs that optimize motivation. (2018, January 16th). Retrieved from

<http://udlguidelines.cast.org/engagement/effort-persistence/collaboration-community>

Lesson #: 2 of 4

Topic: Coast Salish Animal Movements.

Grade(s): 3 co-ed

Materials/Resources:

- Speaker, music device, and child-appropriate songs.

What the students have learned:

- Basic animal movements from previous lesson.

Learning objectives:

- Have a deeper understanding of how Coast Salish animals move.
- Practice and learn different movement skills.
- Practice moving along with the music.
- Include Indigenous education into physical education.
- Different types of physical activities, including individual and dual activities, **rhythmic activities**, and games.(British Columbia Ministry of Education, 2016b)
- The students will be able to “apply a variety of movement concepts and strategies in different physical activities.” (British Columbia Ministry of Education, 2016b)

<p>Parts of the lesson</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm-Up. 2. Body (meat of the activity). 3. Culminating activity. 4. Cool down/debrief. 	<p>Time:</p> <p>5 min</p> <p>15 min</p> <p>10 min</p> <p>5 min</p>	<p>Teaching points:</p>
<p>Lesson Description</p> <ol style="list-style-type: none"> 1. Warm up <p>Four corners</p> <ul style="list-style-type: none"> - Students are put into four groups each one starting in one corner. - One student stands in the middle with their eyes closed. - The teacher will be playing music (any upbeat children's music) and the students in the four corners will roam around the room (the student in the middle still has their eyes closed). - The teacher counts down and the students find one of the corners. - The student in the middle will call out one corner and whichever students are in that corner will be out and can dance on the side. <p><u>Psychomotor:</u></p> <ul style="list-style-type: none"> - Quietly moving around the room. <p><u>Cognitive:</u></p> <ul style="list-style-type: none"> - Listening to the music, the student in the middle and the teacher. - The person in the middle listening intently. - Having spacial awareness. <p><u>Affective:</u></p> <ul style="list-style-type: none"> - Creating a safe environment. <ol style="list-style-type: none"> 2. body <p>Animal Movements.</p> <p>Animals: Salmon, Whale, Frog, Wolf, Bear, Raven</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> - Six volunteers will each be given a different animal that will embody to model for the class. 		<ul style="list-style-type: none"> - Make sure the students know that it is a silent game and the objective is to be light on your feet, so the corner you end up in is not heard by the person in the middle. - Go over safety concerns, respect for each other and the student in the middle, and encourage students to not touch each other. - Encourage dancing on the sidelines (once students are out). - Encourage students to get a drink of water when they get out. <ul style="list-style-type: none"> - Ask for six volunteers to demonstrate animal movements. - Go over safety concerns, respect for each other, and encourage students to not touch each other. - When students make guesses ask them why they think it is that animal.

- The rest of the students will guess what animal the student is.
- Once they guess correctly, the next student will demonstrate their animal, and this cycle continues until each student has finished.
- Once each animal has been shown, the rest of the class will go over all of the movements together.

Modifications:

- If you do not have six volunteers then students can demonstrate multiple animals.

Psychomotor:

- Moving like each animal that is being focused on.

Cognitive:

- Remember each animal movement.

Affective:

- Creating a safe environment.

3. Culminating

Morphing through Coast Salish animals.

Procedure:

- Students will morph through a list of local animals and embody them and move around to the music (Sisters by A Tribe Called Red).
- Students will start as a salmon then when the teacher calls the next animal they will switch to is a whale, then a frog, then a wolf, then a bear and lastly a raven.
- Everyone will be embodying the same animal at the same time.
- Once the music stops for the last time (after raven), the students will strike a pose depicting any animal that we have covered.

Modifications:

- If a student is unable to participate or does not want to then the student can control the music or call out the different animals.
- More, less, or different animals.

Psychomotor:

- Highlight unique movements that help distinguish the animal being embodied.
- Animal sounds are encouraged.

- Go over safety concerns, respect for each other, and encourage students to not touch each other.
- Encourage students to think of an animal throughout the song that they will pose as when the music stops.
- Teacher calls out when to morph into the next animal.
- Animal sounds are encouraged.
- Encourage a variety of animal movements.

- Moving around like different animals.
- Morphing from one animal movement to another.
- Doing the movements to music.

Cognitive:

- Remembering the animal movements.
- Listening to music and teacher.
- Having spacial awareness.

Affective:

- Creating a safe environment for the students.
- Communicating with other animals around you.

4. Cool down/ debrief

Freeze Dance (Salmon, Whale, Frog, Wolf, Bear, Raven)

Procedure:

- Students are spread out around the gym.
- The teacher will give an animal to the students which they will dance/ move as once the music starts.
- When the teacher stops the music the students must freeze.
- The teacher will then shout out a new animal for the students to move as and the music will begin again.

Modifications:

- Students who do not want to or cannot participate can be in charge of keeping an eye on students when the music stops, starting and stopping the music or choose the exercise for the students who moved during the pause.

UDL:

- Optimize individual choice and autonomy (7.1).

Psychomotor:

- Dancing to the music and pausing when the music stops.

Cognitive:

- Predicting when the music might pause.
- Carefully listening to music.

- Express safety concerns and highlight the importance of no contact.
- Encourage the gradual release of responsibility by asking the students to be honest and own up to moving after the music paused.
- Encourage a variety of movements while doing the different animals

- Think about what movements can be stopped easily when the music stops.
- Having spacial awareness.

Affective:

- Creating a safe environment for the students.

Closure:

- Have students sit in a circle and debrief the lesson.
- Ask the students which movements were difficult and which were easy and why.
- Ask students for suggestions on other animals they could embody next time.
- Ask students which animal they enjoyed moving around as the most and why.

Resources:

British Columbia Ministry of Education.(2016b). *Physical and Health Education*. Victoria, BC:

Author. URL:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/3>

Checkpoint 7.1 Optimize individual choice and autonomy. (2018, January 16th). Retrieved from

<http://udlguidelines.cast.org/engagement/recruiting-interest/choice-autonomy>

Lesson #: 3 of 4

Topic: (Coast Salish) Animal movements and Rhythm.

Grade(s): 3 co-ed

Materials/Resources:

- Speaker, music device, and child appropriate songs.

What the students have learned:

- Basic animal movements.
- Coast Salish animal movements.
- Different animal levels
- Different animal speeds
- Different animal sounds

Learning objectives:

- Practice and learn different movement skills.
- Practice moving along with music.
- Include Indigenous education into physical education.
- Different types of physical activities, including individual and dual activities, **rhythmic activities**, and games.(British Columbia Ministry of Education, 2016b)
- The students will be able to “apply a variety of movement concepts and strategies in different physical activities.” (British Columbia Ministry of Education, 2016b)

<p>Parts of the lesson Activities:</p> <ol style="list-style-type: none"> 1. Warm up 2. Body 3. Culminating 4. Cool down/ debrief 	<p>Time:</p> <p>5min 10min 15min 5min</p>	<p>Teaching points:</p>
<p>1. Warm up Freeze-dance <u>Procedure:</u></p> <ul style="list-style-type: none"> - Students are spread out around the gym. - The teacher will give an animal to the students which they will dance/ move as once the music starts. - When the teacher stops the music the students must freeze. - The teacher will then shout out a new animal for the students to move as and the music will begin again. <p><u>Modifications:</u></p> <ul style="list-style-type: none"> - Students who do not want to or cannot participate can be in charge of keeping an eye on students when the music stops, starting and stopping the music or choose the exercise for the students who moved during the pause. <p><u>Psychomotor:</u></p> <ul style="list-style-type: none"> - Dancing to the music and pausing when the music stops. <p><u>Cognitive:</u></p> <ul style="list-style-type: none"> - Predicting when the music might pause. - Carefully listening to music. - Think about what movements can be stopped easily when the music stops. - Having spacial awareness. <p><u>Affective:</u></p> <ul style="list-style-type: none"> - Creating a safe environment for the students. <p>2. Body Copy cat dance <u>Procedure</u></p> <ul style="list-style-type: none"> - Students find partners and a line. - Student A starts on one side of the line and student B follows their movements on the other side. - Student A will start dancing like any animal they wish while moving along the line and student B 		<ul style="list-style-type: none"> - Make sure the students know that it is a silent game and the objective is to be light on your feet, so the corner you end up in is not heard by the person in the middle. - Go over safety concerns, respect for each other and the student in the middle, and encourage students to not touch each other. - Encourage dancing on the sidelines (once students are out). - Encourage students to get a drink of water when they get out. <ul style="list-style-type: none"> - Encourage students to challenge their partner. - Go over movements that are appropriate. - Ensure students feel comfortable doing the movements. - Keep movements related to dance and animals.

has to try their best to copy their partner.

- The students will switch roles once the teacher has specified that they can.

Modifications:

- If a student does not feel comfortable doing the movements they can play music or help the teacher by going around and observing their peers.

Psychomotor:

- Dancing.
- Moving across the gym.
- Matching movements to their partner.

Cognitive:

- Carefully listening to music.

Affective:

- Creating a safe environment for the students.

3. Culminating

Partner dance work

Procedure:

- Students each find a partner.
- The partners then go around the gym.
- The partners will be labeled either A or B.
- Partner A will become bears and B will become a fish.
- Partner B will have eight counts to dance away from their partner who is trying to catch them. (They must dance like the animals they are given).
- Partner A will also dance like a bear for eight counts after partner B has gone. This will continue for a few minutes. Then the roles will be reversed.

Modifications:

- If a student does not have a partner they can go in a group of three or I can be partnered with them.
- If partners have trouble doing the movements the animals can be modified to suit the needs.

Psychomotor:

- Dancing.
- Moving across the gym.

Cognitive:

- Carefully listening to music.
- Matching movements to the beat of music.

Affective:

- Creating a safe environment for the students.

- Go over what proper listening skills are and make sure students are paying attention to their partner.

- Go over what eight counts feels like in the song of choice and assist the students by counting out loud while they move.
- Encourage students to go with partners they know pretty well.
- Allow them to have a lot of freedom in space.
- Ensure that students are aware of safety concerns; no touching others, safely moving in space.

- Playing with partners.

4. Cool down/ debrief

Calming circle

Procedure:

- Students get into a circle with the teacher in the middle.
- The teacher instructs the students to reach up high in stretching motion.
- The students then should be instructed to go very low down in a crouching stance.
- This should be repeated 3-4 times.

Modifications:

- Students can sit and watch in the circle if they feel they do not want to stretch but must remain calm during it.

Psychomotor:

- Stretching.

Cognitive:

- Remaining calm during activity.
- Concentrating on breathing.

Affective:

- Creating a safe environment.

Closure:

- Have students sit in a circle and debrief the lesson.
- Ask the students which movements were difficult and which were easy and why.
- Ask students for suggestions on other animals they could embody next time.
- Ask students which animal they enjoyed moving around as the most and why.

Resources:

British Columbia Ministry of Education.(2016b).

Physical and Health Education. Victoria, BC:

Author. URL:

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/3>

Checkpoint 7.1 Optimize individual choice and autonomy. (2018, January 16th). Retrieved from

<http://udlguidelines.cast.org/engagement/recruiting-interest/choice-autonomy>

- Use a calming tone of voice.
- Encourage students to stay quiet and calm during the activity.
- Students should not be touching others or distracting others.

<p>Lesson #: 4 of 4</p> <p>Topic: Coast Salish Animal Movements and Rhythm.</p> <p>Grade(s): 3 co-ed</p> <p>Materials/Resources:</p> <ul style="list-style-type: none"> - Speaker, music device, gymnastics mats (2 for each team), and child-appropriate songs. <p>What the students have learned:</p> <ul style="list-style-type: none"> - Basic animal movements. - Coast Salish animal movements. - Different animal levels. - Different animal speeds. - Different animal sounds. - Basic rhythmic concepts. <p>Parts of the Lesson:</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Warm up 2. Body 3. Culminating 4. Cool down/ debrief 	<p>Time 5mins 10min s 15min s 5mins</p>	<p>Learning objectives:</p> <ul style="list-style-type: none"> - Have a deeper understanding of how Coast Salish animals move. - Practice and learn different movement skills. - Practice moving along with music. - Practice moving to the beat of music in an eight count. - Include Indigenous education into physical education. - Different types of physical activities, including individual and dual activities, rhythmic activities, and games (British Columbia Ministry of Education, 2016b). - Develop and demonstrate safety, fair play, and leadership in physical activities (British Columbia Ministry of Education, 2016b).
<p>Lesson Description</p> <ol style="list-style-type: none"> 1. Warm-up <p>Mat Race</p> <p><u>Procedure:</u></p> <ul style="list-style-type: none"> - Divide students into equal groups (depends on number of students). - Each group has a mat that they must all stand together on and one they must lift to the other end. - Students must then move onto the mat that they just picked up and put it onto the ground ahead of them and then bring the one they were just standing on ahead of them like before (this process will continue until the students have reached the other side of the gym). <p><u>Modifications:</u></p> <ul style="list-style-type: none"> - Amount of students on each team. - Length of the gym that must be covered. <p><u>UDL:</u></p> <ul style="list-style-type: none"> - Checkpoint 8.3 Foster Collaboration and Community. <p><u>Psychomotor:</u></p> <ul style="list-style-type: none"> - Picking up and moving the mats. <p><u>Cognitive:</u></p> <ul style="list-style-type: none"> - Organizing themselves on the mat to best move the other mat. 		<p>Teaching Cues:</p> <ul style="list-style-type: none"> - All students must have both of their feet on the mat at all times. - Mat must be picked up off of the ground and moved to the front (not slid on the ground). - Encourage cooperation and communication. - Once a team has completed the activity, encourage them to cheer on the other teams.

- Creating a plan to move the mats.

Affective:

- Working in a team setting.
- Demonstrating sportsmanship when another team finishes before or after their own group.
- Creating a safe environment so all students feel confident and included while participating.

2. Body

Moving to the Beat

Procedure:

- Have students listen to the music that will be playing and feel the beat.
- Have students get into partners and choose an A and a B.
- Partner A will be a salmon and partner B will be a bear.
- Once the music starts partner A will move as a salmon away from partner B for 8 counts and freeze once the 8 are up.
- For the next 8 counts partner B will move as a bear towards partner A for 8 counts and freeze once the 8 are up.
- This pattern will continue until the teacher ends the activity.

Modifications:

- Could be different animals.
- Play music for a shorter or longer period of time.
- Change the counts that they move for (more or less).
- Change the song (so there is a different pace of beat).

Psychomotor:

- Moving around the classroom to the beat as an animal.

Cognitive:

- Spatial awareness of other students moving or standing in the gym.

Affective:

- Cooperating with a partner.
- Creation of a safe environment for the students to feel comfortable moving as animals in.

3. Culminating

Creating a Dance

Procedure:

Teaching Cues:

- Make sure students know to freeze after 8 counts.
- Teacher counts the 8 out loud to aid the students.

- Divide students into equal groups (depends on number of children in the class).
- Spread the groups around the gym.
- Give each group a Coast Salish animal (examples are salmon, whale, frog, wolf, bear, raven).
- Each group will create a dance that is 16 counts (2 eight counts) for their animal and what it would look and sound like when moving around.
- Allow 5 minutes for the dance to be created.
- Each group will then present their dance to the class.

Modifications:

- Increase or decrease the number of counts for the dance.
- Alter group size.

Psychomotor:

- Dancing as an animal.

Cognitive:

- Organizing and creating a dance.

Affective:

- Working in a team setting.
- Creating a safe environment where every student feels comfortable participating.

4. Cool down/debrief

Four Corners

- Students are put into four groups each one starting in one corner.
- One student stands in the middle with their eyes closed.
- The teacher will be playing music (any upbeat children's music) and the students in the four corners will roam around the room (the student in the middle still has their eyes closed).
- The teacher counts down and the students find one of the corners.
- The student in the middle will call out one corner and whichever students are in that corner will be out and can dance on the side.

Psychomotor:

- Quietly moving/dancing around the room.

Cognitive:

- Listening to the music, the student in the middle and the teacher.
- The person in the middle listening intently.
- Having spacial awareness.

Teaching Cues:

- Encourage a variety of movements.
- Encourage sounds.
- Encourage cooperation between students when creating the dance.
- Encourage active/respectful listening and watching while each group is performing.
- Move around the gym and assist students if necessary.

Teaching Cues:

- Make sure the students know that it is a silent game and the objective is to be light on your feet, so the corner you end up in is not heard by the person in the middle.
- Go over safety concerns, respect for each other and the student in the middle, and encourage students to not touch each other.
- Encourage dancing on the sidelines (once students are out).
- Encourage students to get a drink of water when they get out.

<p>Affective:</p> <ul style="list-style-type: none"> - Creating a safe environment. <p>Closure</p> <ul style="list-style-type: none"> - Have students sit in a circle and debrief the lesson. - Ask the students how they felt moving to the beat. - Ask students which animal they enjoyed moving around as the most and why. <p>Resources</p> <p>British Columbia Ministry of Education.(2016b). <i>Physical and Health Education</i>. Victoria, BC: Author.</p> <p>URL: https://curriculum.gov.bc.ca/curriculum/physical-health-education/</p> <p>Checkpoint 8.3 Foster Collaboration and Community. (2018, January 16th). Retrieved from http://udlguidelines.cast.org/engagement/effort-persistence/collaboration-community</p>		
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Systematic Task Analysis:

Frog Jump:

1. Start in a crouch with your feet turned slightly outwards.
2. Place hands on the ground between your feet in front of yourself.
3. Use your hands and legs to give you power to jump off the ground.
4. Jump upwards and forward at a slight angle.
5. Extend your legs underneath yourself while in the air.
6. Extend your arms towards where you are going to land.
7. While landing bend your knees.
8. Use your hands to steady yourself.
9. Land in the crouch position previously mentioned.

Assessment:

	Emerging	Developing	Proficient	Expanding
Levels	Demonstration and understanding of one level	Demonstration and understanding of some levels	Demonstration and understanding of all levels	Demonstration and deep understanding of all levels and able to draw connections to others that were not

				taught.
Rhythm	Knows that there is rhythm in music on their own with some guidance.	Understands and can move in time with the music to basic beats on their own.	Understands and always moves in time with the music to basic beats on their own.	Clearly understands and is able to always move in time with various types of music and beats on their own.
Space	Knows safety concerns and notices how others change movement through different spaces.	Understands safety concerns and sometimes changes movement patterns through different spaces.	Understands safety concerns and always adapts movement patterns when moving through different spaces.	Deeply understands and voices other safety concerns. Always adapts and encourages others movement patterns when moving through different spaces.