

Extension Assignment #2

Olivia Anacleto

Faculty of Education, University of Victoria

EPHE 310: Physical Education for General Classroom Teacher

Dan Geneau

November 30, 2020

Table of Contents

Resource:	Page #:
Introduction	3
Resource 1	4 – 6
Resource 2	7 – 12
Resource 3	13 – 16
Resource 4	17 – 19
References	20

Introduction

I have included four resources that can be used to introduce students to dance. These resources focus on simple ways to incorporate dance into physical education, without explicitly teaching specific dance moves and styles. The lessons can be altered for different grade levels, and each resource includes two options to use the resource in a physical education classroom.

Focus for each resource:

Resource 1: Dance warm-up

Resource 2: Using emotions in dance

Resource 3: Turn everyday movements into a dance sequence

Resource 4: Dance position freeze

In addition to including the resources in this document, I have also included a description of how the resource can be used. Each description briefly describes the resource and gives a couple options for how it can be used, depending on the grade level. I have also included the psychomotor, cognitive, and affective demands for each option as well.

Resource 1: Dance Warm-up

The first resource includes a dance to the song “Better when I’m Dancin’” by Meghan Trainor. I have included the lyrics to the dance with choreography written beside it. I have also included a video to demonstrate the timing and what the dance moves look like. The first option can be a warm-up where students dance to this song to get their heart rates up. Since I choreographed the dance to be fairly repetitive, older students can follow the teacher’s cues while doing the dance (similar to “Just Dance”). Alternatively, it can be used in a skill-builder setting for younger students. The teacher can demonstrate each move and the students can practice combining the moves without music. Once the class feels comfortable, they can add the music and practice the dance a few times. This option focuses on memorization and the quality of the dance moves, opposed to just warming up their bodies. For primary grades, some adaptations may need to be applied to make the dance a bit simpler.

Option 1: Grades 4 and up

Psychomotor: Students will be able to practice their coordination and be able to move various parts of their body. They will also practice different skills, such as skipping, marching, and numerous arm movements.

Cognitive: Students will be able to follow their teacher and switch the dance move according to the teacher’s cues. They will also be able to practice dancing to the beat of the music.

Affective: Students will be able to bring emotions and personality into the dance. They will also be able to focus on having fun while doing the dance (since it is just a warm-up to get their heart rates up).

Option 2: Grades 3 – 4

Psychomotor: Students will be able to practice their coordination and be able to move various parts of their body. They will also practice different skills, such as skipping, marching, and numerous arm movements.

Cognitive: Students will be able to practice memorizing the dance and practice doing the dance moves at the correct time of the music.

Affective: Students will be able to bring emotions and personality into the dance.

Don't think about it
 Just move your body
 Listen to the music
 Sing, oh, ey, oh

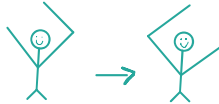
March x15

Just move those left feet
 Go ahead, get crazy
 Anyone can do it
 Sing, oh, ey, oh

Step Clap x8

Show the world you've got that fire (fire)
 Feel the rhythm getting louder

Party Arms x16



Show the room what you can do
 Prove to them you got the moves
 I don't know about you,

Arm roll

Point

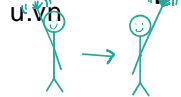
But I feel better when I'm dancing, yeah, yeah
 Better when I'm dancing, yeah, yeah

Pump it up x16



And we can do this together
 I bet you feel better when you're dancing, yeah, yeah

Knee bend with hands on hips x8



When you finally let go

alternate arms up with jazz hands x8

And you slay that solo
 'Cause you listen to the music
 Sing, oh, ey, oh

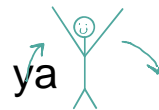
Skip (8 slow or 16 fast)

'Cause you're confident, babe
 And you make your hips sway
 We knew that you could do it
 Sing, oh, ey, oh

Hips side to side with hands on hips x16

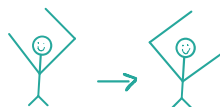
Show the world you've got that fire (fire, baby)
 Feel the rhythm getting louder

"Around the World" Circle x2



Show the room what you can do
 Prove to them you got the moves
 I don't know about you,

Party Arms x12



But I feel better when I'm dancing, yeah, yeah
 Better when I'm dancing, yeah, yeah

Arm roll

And we can do this together
 I bet you feel better when you're dancing, yeah, yeah

Up + Down x 2



I feel better when I'm dancing
 I'm better when I'm dancing, aye, oh ey oh

any pose to finish sh

Feel better when I'm dancing, yeah, yeah
 Better when I'm dancing, yeah, yeah,
 Don't you know

We can do this together
 Bet you feel better when you're dancing, yeah, yeah

I feel better when I'm dancing
 I'm better when I'm dancing, hey
 Feel better when I'm, yeah, yeah

Length: 1.45

I have included a video of the dance to demonstrate the timing and to show what each move looks like.



Resource 2: Using Emotions in Dance

The second resource focuses on emotions. This activity can introduce primary students how to bring emotions into their movements, since performing with various emotion is an important component of dance. The first option includes four posters which explain adaptations that can be applied to a hop, depending on the emotion. I have included happy, sad, angry, and peaceful. These posters can be placed on each wall of the gym and students can rotate to each poster to express each emotion while hopping. First, I would demonstrate how to do a hop, and then I would explain what a hop can look like with each emotion. For example, happy hops might be fast, and students would have a big smile on their face. After demonstrating each emotion, students would have the opportunity to try applying the emotions to their hops. The second option is for the whole class. The poster I have included below can be displayed at the front of class. The teacher can say a scenario which displays either happy or sad emotions. For example, “It’s my birthday,” would promote a happy feeling. So, students can hop to the “happy” side of the gym (towards the smiley face on the poster).

Option 1: Kindergarten – Grade 2

Psychomotor: Students will be able to practice hopping and apply different adaptations to their hops (i.e. fast, slow, etc.).

Cognitive: Students will be able to think about how certain emotions may look like while hopping, and then apply these emotions to their hops.

Affective: Students will be able to incorporate their emotions into this activity and demonstrate how they may feel when considering a specific emotion.

Option 2: Kindergarten – Grade 2

Psychomotor: Students will be able to practice hopping while moving across the gym.

Cognitive: Students will be able to think about how certain scenarios make them feel and then apply this to their psychomotor movements.

Affective: Students will be able to incorporate their emotions into this activity and demonstrate how certain scenarios make them feel.

Happy

What do happy hops look like?

- Fast
- Small and quick
- Big smile on your face



Sad

What do sad hops look like?

- Slow
- Bad posture
- Sad face



Angry

What do angry hops look like?

- Loud hops (stomping)
 - Really big jumps
 - Steady pace

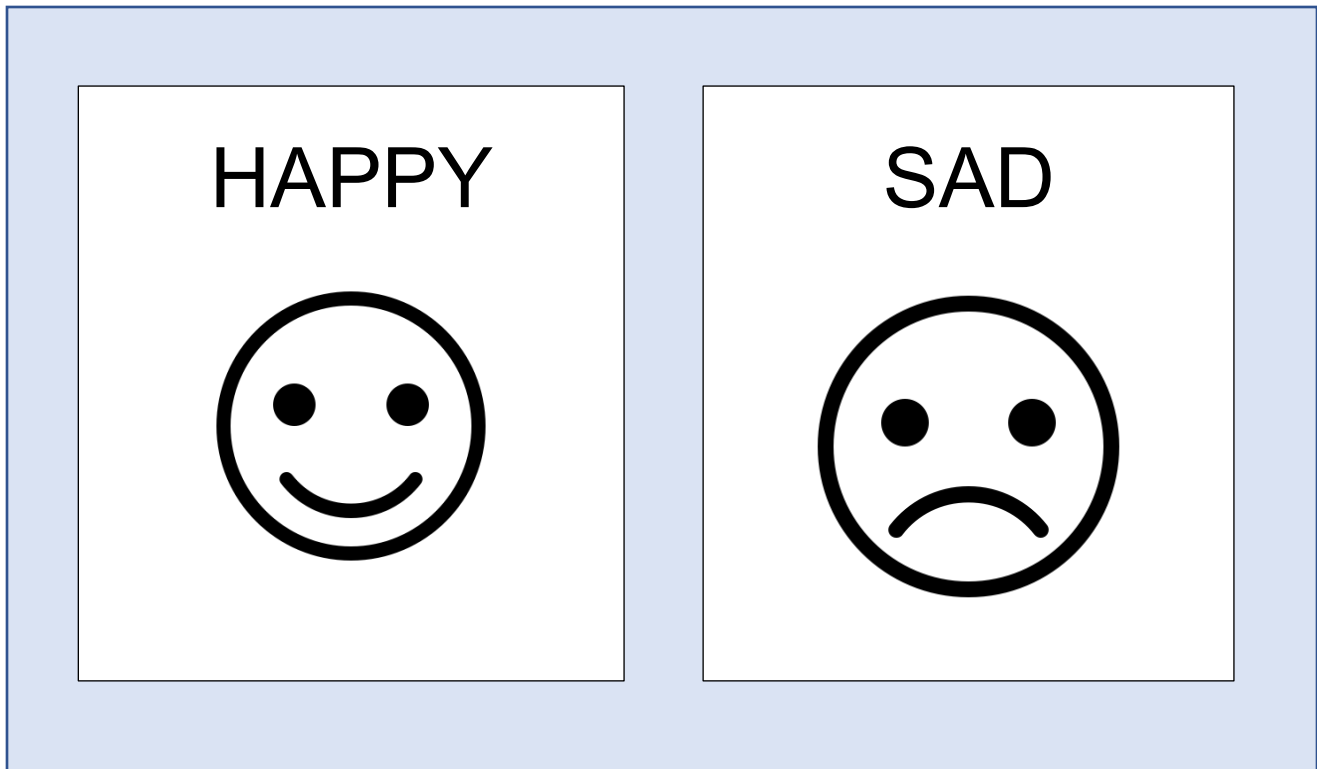


Peaceful

What do peaceful hops look like?

- **Graceful hops**
- **Relaxed body**
- **Pleasant smile**





Scenarios

- It's my birthday!
- I lost my favorite toy
 - We are going to Disneyland!
- It's time to play with my friend
 - I dropped my ice cream cone
 - I have a dentist appointment
- You get to have ice cream for dinner!

Resource 3: Turn Everyday Movements into a Dance Sequence

The third resource demonstrates how students can turn everyday movements into a dance sequence. The resource includes six task cards that illustrate activities students may have in their morning routine, such as eating breakfast or walking to school. The students' goal is to turn these movements into a dance sequence of 3-4 moves. To do this, the teacher and students can brainstorm some methods to turn these movements into a dance. Some examples can be to make the movement bigger, add different levels, or move various parts of the body. For the first option, the task cards can be placed around the gym and students can rotate to each option. They can stay at this station for a few minutes and they can create a short dance sequence with their classmates at this station. Then, they can move on to the next one and have the opportunity to try each task card. For the second option, students can be divided into small groups. They can each be given an everyday movement, and they can work collaboratively to create a sequence. At the end, each group can share their sequence with the rest of the class. Before the sharing session, I would outline the importance of being kind and respectful while other groups are presenting.

Option 1: Grade 3-5

Psychomotor: Students will be able to practice coordination to incorporate different movements to create their sequence.

Cognitive: Students will be able to consider how to make an everyday movement into a dance sequence. They will use their planning and problem-solving skills to do so.

Affective: Students will be able work collaboratively with other classmates at each station to create a dance sequence for each everyday movement.

Option 2: Grade 4-5

Psychomotor: Students will be able to practice coordination to incorporate different movements to create their sequence

Cognitive: Students will be able to plan and consider how to make everyday movements into a dance sequence.

Affective: Students will be able to work collaboratively in a small group to create a short dance sequence for a specific everyday movement. They will also be able to practice being kind to their classmates while sharing their sequences.

Your activity is

EATING BREAKFAST

Connect a few movements to turn this action into a short dance sequence.



Your activity is

BRUSHING YOUR TEETH

Connect a few movements to turn this action into a short dance sequence.



Your activity is

BRUSHING YOUR HAIR

Connect a few movements to turn this
action into a short dance sequence.



Your activity is

GETTING DRESSED

Connect a few movements to turn this
action into a short dance sequence.



Your activity is

MAKING YOUR BED

Connect a few movements to turn this action into a short dance sequence.



Your activity is

WALKING TO SCHOOL

Connect a few movements to turn this action into a short dance sequence.



Resource 4: Dance Position Freeze

The fourth resource is similar to freeze dance, but it incorporates various dance poses (which are provided on the next page). For the first option, students can travel around the gym doing a locomotor movement. The teacher can tell the students which locomotor movement to do prior to starting the music. When the music stops, the teacher demonstrates one of the dance poses and begins to count down from five. The students have five seconds to recreate that dance pose. The teacher can wait to start the music again, meaning students would need to try their best to hold the pose. The amount of time students are required to hold the pose depends on the grade level and difficulty of the pose. There is no elimination, so the students are simply trying their best to hold the pose for the given duration. For the second option, all the same rules apply that are outlined in option one. However, this adaptation can be added for older grade levels and to incorporate a collaboration aspect. Instead of only demonstrating one pose, the teacher can demonstrate two or three poses. Then, the students would need to find a pair or create a group so each group member can recreate the poses the teacher demonstrated. For example, if the teacher demonstrates two poses, each student would find a partner. One person would do the first pose, while the second student does the other.

Option 1: Grades 1- 5

Psychomotor: Students will be able to demonstrate various locomotor movements and practice their balance and coordination for the dance poses.

Cognitive: Students will be able listen to directions and recreate a specific dance pose.

Affective: Students will be able to practice their dance poses in a safe environment. Since there is no elimination, students will not feel pressured to perfectly execute each dance pose.

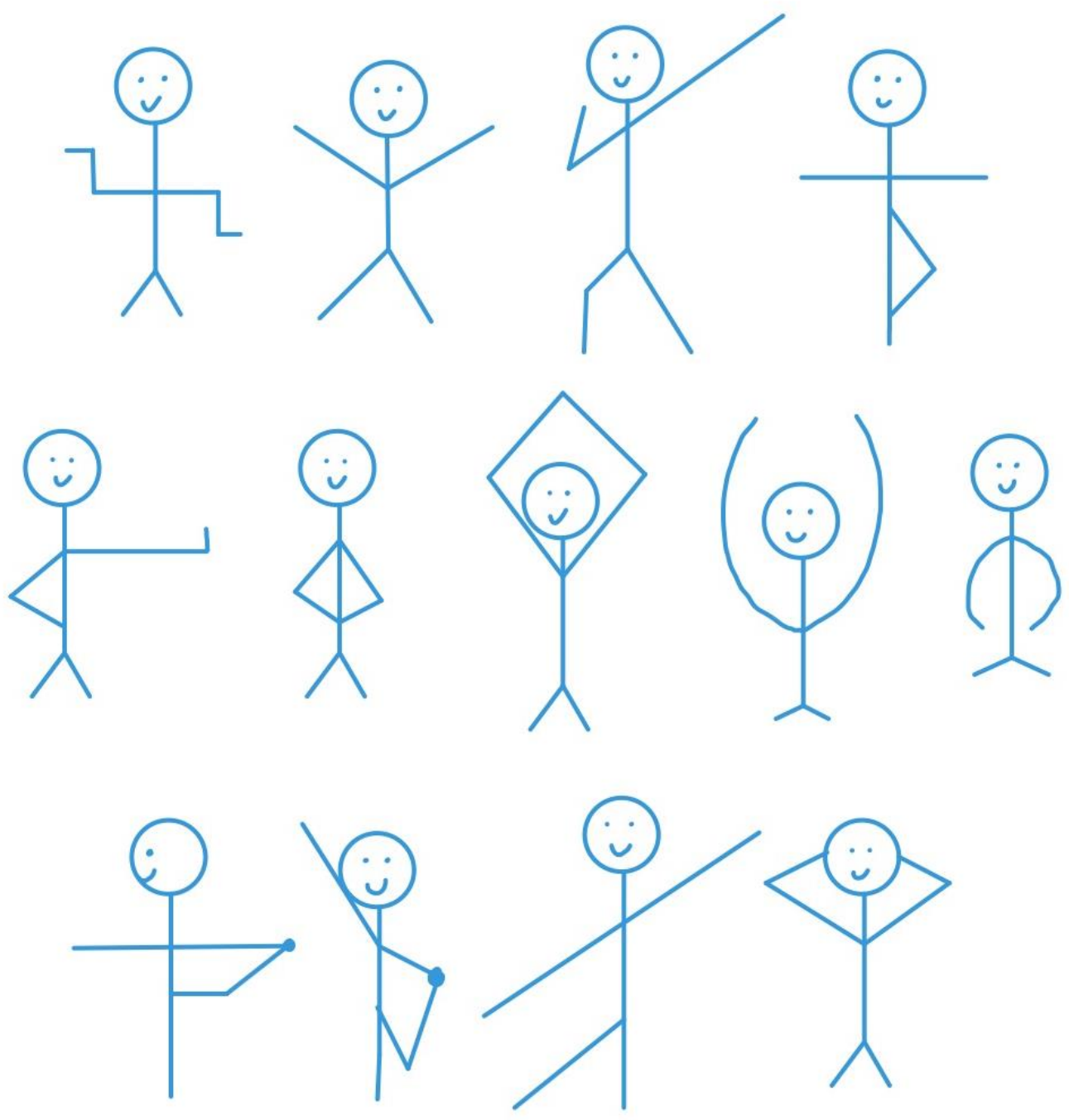
Option 2: Grades 3 – 5

Psychomotor: Students will be able to demonstrate various locomotor movements and practice their balance and coordination for the dance poses.

Cognitive: Students will be able to listen to directions and recreate a specific dance pose.

Affective: Students will be able to work with their peers to create groupings and coordinate which group member is doing a specific pose.

5, 4, 3, 2, 1.. FREEZE!



Locomotor Movements

- ★ Run
- ★ Walk
- ★ Skip
- ★ Hop
- ★ Gallop
- ★ Walk Backwards
- ★ Crab Walk
- ★ Speed Walk

References

Fanning, C. (2001). The feelings hop. *PE Central*.

<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1636#.X7xIFBNKjs2>

Galarious Goods. (n.d.). *Dance lessons: Everyday movements*. Teachers Pay Teachers.

<https://www.teacherspayteachers.com/Product/Dance-Lesson-Everyday-Movements-4973460>

Herwick, B. (2016, May 10). *Happy (elementary PE dance warmup)* [Video]. YouTube.

<https://www.youtube.com/watch?v=swUGtEpazY>

LyricFind. (n.d.). *Better when I'm dancin' – Meghan Trainor*.

<https://www.google.com/search?q=better+when+i%27m+dancing+lyrics&oq=better+when+im+da&aqs=chrome.2.69i57j46i10i67j0i10i67j0i10j69i60l3.3622j0j4&sourceid=chrome&ie=UTF-8>

Meghan Trainor. (2015, October 16). *Meghan Trainor – Better when I'm dancin'* [Video].

YouTube. <https://www.youtube.com/watch?v=pkCyfBibIbI>

[P.E. with Mr. G]. (2020, September 9). *PE warm up games: The crazy freeze dance* [Video].

YouTube. <https://www.youtube.com/watch?v=ZTiyLyalGKs>