

Old Dominion University
Physical Education Lesson Plan

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Unit: Rhythm/Dance Lesson Focus: To learn and perform a new line dance as a group, to break into groups and create and perform different dances and rhythm sequences in front of the class. # 4/5

Grade Level: 9 Lesson Duration: 25 min.

Instructional Model: Command style, Student lead, Group activity

Part 1 – Standards, Objectives, and Assessment

Lesson Goal(s)

Objective: To get the students warmed up and moving as soon as they enter the gym. This activity will last three minutes. They must participate in the group activity the entire three minutes warming up with the intent to dance for the duration of the next lessons. Good conduct and a positive attitude are expected.

Domain: Psychomotor, Affective
SHAPE: Standard 5
VA SOL: 5.1 d

Assessment: To see if the students heart rates are up, their bodies are warmed up, and they are ready for the lesson. The instructor incorporates a dance move into the instant activity, the grapevine, this dance move will help the students immediately start practicing for the main lesson. Did the student understand the purpose of the instant activity and display a positive attitude.

Objective: To learn a new dance routine lead by the instructor, and successfully perform the dance routine as a class. Students must follow along with a serious attitude and aptitude for the steps being taught to them. The dance sequence will be taught in sections and then put together as a whole routine. At the end of the dance sequence provided students must be able to perform the dance from beginning to end.

Domain: Affective, Psychomotor
SHAPE: Standard 1
VA SOL: 9.1 c

Assessment: How well did the students successfully perform the new learned dance as a group. Were they serious about the dance steps and the rhythmic movements. The

instructors role is to make the students feel comfortable and provide clear concise instructions for the routine.

Objective: To have the students use the concepts learned in the previous lessons to create a new dance sequence as a group. Students must work together in groups of three to four equally providing ideas, input, and feedback to the group. There will be a collaboration session at the beginning of the lesson and at the end of a small group meeting the students need to be able to perform the dance as a group to the entire class.

Domain: Cognitive, Psychomotor, Affective

SHAPE: Standard 2

VA SOL: 9.4 a

Assessment: Did the students work together as a group to come up with a unique dance routine. How was the fluidity of the dance that they performed in front of the class. How did the other groups respond to the dance being performed in front of them.

Part 2 - References & Equipment

References: <https://www.youtube.com/watch?v=qEFKkAqb1ww>

“Move Your Feet/D.A.N.C.E./ It’s a Sunshine Day,” Gwen Stefani, Anna Kendrick, Kunal Nayyar, Walt Horn, Ron Funches, Caroline Hjelt

“Can’t stop the feeling” Justin Timberlake

“Can’t stop the beat” Anna Kendrick, Gwen Stefani, Ron Funches, James Corden, Walt Dohrn, Aino Jawo, Caroline Hjelt, Kunal Nayyar

Equipment: phone, speaker for song, a large space, hands, music

Part 3 - Lesson Activities

Instant Activity

(Time: 3 min)

Organization/Transition: As soon as the students enter the gym they will be asked to spread out in their own self space making a large circle in the gym. The song, “Move Your Feet/D.A.N.C.E./ It’s a Sunshine Day,” will be playing in the background for rhythm.

Description:

Have students make a large circle. Give students a number, 1, 2, 3, or 4. These numbers will be assigned as soon as they enter the gym while they are circling up. When the music starts and the student’s hear their number called, they must, “grapevine,” to the middle of the circle. Once students are in the middle of the circle, they must high five somebody/anybody and then grapevine out to the circle and back in line. The teacher can call out numbers sequentially, one or two at a time, or all at the same time to keep it fun. Students on the

outside of the circle can step to the music or perform any dance step they choose. The important part of this warm up is students listening for their number and giving their fellow classmates a high five while moving/dancing to music. The high five helps create unity, confidence, and group think to prepare for the coming dances.

Materials: large space, music, hands, speaker, and phone

Main Lesson

(Total Time: 21 min)

Activity 1

(Time: 12 min)

Organization/Transition: Students will be asked to line up in two or three single lines across the gym floor. The instructor will then move right into the instruction of teaching the eight count dance moves.

Description: The eight count dance will be taught to the music “Can’t stop the feeling” by Justin Timberlake. There will be two teachers demonstrating the dance, as two others make sure every student understands and is on task. This way the main teacher can move the whole class forward while others are getting special attention. The dance will be presented in small understandable sections and then build on itself until the entire dance is taught. This will help with understanding and help the students remember and learn the dance.

Equipment: Phone, speaker for music, large space, good attitude

Cues: right, left, hands up, shake hips, turn, grapevine, snap, clap, fist pump

Modifications: More simplistic moves will be offered by the teachers moving through the crowd making sure everyone is keeping up with the beat.

Activity 2

(Time: 9 min)

Organization/Transition: Students will get into groups of four or five calling out their birth months. They must find the other students with their birth month and team up.

Description: They will have two to three minutes to come up with a simple dance of their own. They will then quickly demonstrate their dance to the entire class one group at a time. The music that will be provided is “Can’t stop the beat.” This will be playing while they are making up their dance for guidance. This cooperation will empower the students and give them the choice of the dance moves they wish to create.

Equipment: Phone, speaker for music, and a large space

Cues: eight count, be creative, use whole body, smile

Modifications: Simple foot work can be used if a student or group is having a hard time coming up with a routine.

Closure

(Time: 1 min)

Organization/Transition: Students will stay in their groups for the dance and participate in a quick assessment. This assessment will test their knowledge of the components of learning a dance.

Description: This will be a quick informal quiz at the end of the lesson to check for understanding. The instructor will simply call out a verbal quiz and call on groups for answers.

Equipment: phone/pad, or paper for quiz information

Part 4 - Reflection

Did the dance sequence directions come across clear and concise?

Did the dance build on itself in a organized way?

Were the students able to pick up the dance easily and follow the instructions that were given?

How well did the students carry over the skills they learned to create dances of their own?

Was the instant activity appropriate for setting up the dance activity for the day?

Did the students work well in the groups that were assigned for the final dance activity?

What could the instructors have done to make this an easier lesson to follow?