

Old Dominion University
Health & Physical Education
Unit Plan

Unit: Music Makes You Move Incorporating Dance and Movement Patterns to Music		Grade: Eighth
Teacher: Amy Young		Number of Lessons: 5
Location: Gymnasium, Smooth Floor		
Unit Theme: Move to Music using Dance and Movement		
Teaching Style: Command/ Direct Instruction/ Teaching by the Instructor; Peer collaboration/ Student Centered		
<i>Goals & Objectives</i>		
National Standards Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	State SOLs Motor Skill Development 8.1 The student will apply and demonstrate movement concepts and skills in modified versions of various game/sport, rhythmic, and recreational activities. b) Create a rhythmic movement sequence to music as an individual or in a group. g) Demonstrate use of technology tools to analyze and improve performance. i) Explain the role of balance (center of support, center of gravity, planes of movement) in creating movement. j) Analyze movement performance and utilize feedback to learn or improve the movement skills of self and others. Anatomical Basis of Movement 8.2 The student will apply movement principles and concepts and apply knowledge of major body structures to explain how body systems interact and respond to physical activity and movement. h) Analyze movement progressions (practice, self, or peer assess, correct, practice at a higher level, and reassess) of a specific skill	

and utilize feedback to improve the movement skills of self and/or others.
i)Apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movement/motion, associated bones and muscles, and type of muscle contraction.

Social Development

8.4 The student will describe and apply a variety of social and safety skills to achieve individual and group goals in a variety of physical activity settings.

a)Describe and demonstrate best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

b)Describe and demonstrate appropriate encouragement and feedback to peers without prompting from the teacher.

c)Identify and demonstrate proper etiquette, respect for others, integrity, and teamwork while engaging in physical activity and/or social dance.

d)Demonstrate basic movements used in stress-reducing activities (e.g., yoga, Pilates, tai chi).

e)Apply communication skills and strategies that promote team/group dynamics.

f)Describe and demonstrate conflict-resolution skills.

g)Apply problem solving skills in cooperative and dynamic physical activities and/or dance settings.

h)Analyze and compare social and emotional benefits of participation in a variety of activities.

	i)Identify opportunities for social interaction through physical activity in the community.
<p>Unit Goals This unit will focus on the impact of social dances and how these dances help to build a sense of community and peer relations. Students will learn about movement patterns and dance sequences. The unit will also focus on line dances performed at social events such as the electric slide, the cupid shuffle, and copperhead road. We will begin with the easiest of the line dances, “the hustle,” and progress from there. The students will learn many of these dances (as a large group) along with their patterns and formations. Small groups will be formed, and students will then create their own line dances using various formations and patterns learned in the class. Students will present their dances for the class.</p> <p>Theme Topic Description: The unit will be centered around the basic concepts of dance and movement, patterns and sequences. The dances will integrate physical activity to an activity that is fun and enjoyable. They are connected with natural movements and lifetime skills and achievement. All of these dances they can take with them throughout their lifetimes.</p>	
<p>Essential Questions: Can the students move through the correct movement patterns and sequences of a line dance? Do the students understand spatial awareness and movement space when learning the specific techniques of a dance? Have the students acknowledged and treated each other with respect? Have the students worked together and helped each other accountable to achieve their ultimate contribution to the line dance? What are some of the commonalities in these line dances? What types of movement are best suited for this type of dance? What cultural impact does line dancing have on the community?</p>	
<p>Essential Knowledge:</p> <p>Students will know when to use appropriate behavior.</p> <p>Students will know the impact of these dances on a social level, the styles of the dances, and their cultural influences.</p> <p>Students will know how to correctly and constructively critique each other when making peer assessments.</p> <p>Students will understand when to make an appropriate dance progression sequence.</p>	<p>Essential Skills:</p> <p>Students will be able to effectively learn and perform the sequences of a line dance in a group setting.</p> <p>Students will be able to understand the mechanics of various dance moves.</p> <p>Students will collaborate and create a dance they will perform for the class.</p> <p>Students will understand the importance of working with a group to achieve common goals.</p>

<p>Students will learn all of the safety and rules to maintain a safe environment during dance times.</p> <p>Students will know how to use choreographic devices to enhance movement patterns.</p> <p>Students will understand that line dances help to build community by bringing people together during social situations.</p>	<p>Students will learn that moving in unison using simple movement phrases and patterns is a valuable choreographic tool.</p> <p>Students will know that line dances impact society, and are used in all types of social settings. There is a relevance and need for these dances.</p>
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Behavioral Objectives:

Psychomotor:

1. Students will learn dance moves and know how to execute those moves with rhythm using correct movement patterns with 90% accuracy by the end of the unit. time.
2. Students will create and choreograph their own dance in a group setting successfully then perform the new dance as a group for the entire class.

Cognitive:

1. Students will understand how to work together to create a dance as a group using prior knowledge and skills learned in the class.
2. Students will identify the building sequence and dance moves learned during class time 90% of the time.

Affective:

1. Students will treat themselves and others with 100% respect, 100% of the time while learning, creating, and performing dance moves.
2. Students will demonstrate appropriate conduct during the entire duration of class time for every class.

Assessment

Culminating Assessment:

The culminating assessment will be the final dance presentation of the group collaborations. Students will be assessed on their aptitude of the dances that they are expected to learn and to perform.

Key Criteria:

The students will be assessed based on their ability to work together as a group.

The students will be graded based on their conduct, their individual role, and their performance of the dances.

The students will keep a running log of their progress creating and learning their specific dance.

The students will not be graded on perfect form, but a strong emphasis will rely on having a positive attitude and seriousness for the material.

A mature manure will be kept at all times.

They will be assessed on their ability to function and participate in the dances successfully.

Other Assessments:

Self assessment will be used during the initial class as a reflection of previous knowledge and to find out what the students already know.

When students are working in their individual dance groups they will be peer assessed by each other using observation and collaboration. This will be a good way for the students to teach and learn from each other.

Teacher assessment will be performed throughout the lessons by observing the choreographed performances.

Teaching Plan**Learning Activities:****Day One:**

Students will do a warm up using the foundations of dance skills and techniques. Students will be introduced to some basic rhythm patterns and dance sequences. Students will write on a piece of paper their prior knowledge of dance skills. Students will learn the movements and perform the line dance, “the hustle.” This will be the simplest of the dances taught. The instructor will call out the movements of the dance as students’ practice and perform the correct movements. Students will get into groups they will be working with the entire unit. They will collaborate and share what they know with each other the first day.

Day Two:

Students will do a warm up using the foundations of dance skills and techniques. Students will learn the movements and perform the dance, the “electric slide.” This will be a little more complex than, “the hustle,” and the most widely known of the line dances taught. The instructor will call out the movements of the dance as students’ practice and perform the correct movements. Students will start choreographing their own dance sequence to be performed as a group at the end of the unit.

Day Three:

Students will do a warm up using the foundations of dance skills and techniques. Students will learn the movements and perform the dance for copperhead road. This is a relevant and current dance with country roots. This will be a dance they will be able to do outside of school, and have hopefully heard of. The instructor will call out the movements of the dance as students’ practice and perform the correct movements. The groups will be working on their routines for the end of unit assessment.

Day Four:

Students will do a warm up using the foundations of dance skills and techniques. Students will learn the movements and perform the cupid shuffle. This is a more complex dance than the ones taught before. It will also be a faster pace than the others. The instructor will call out the movements of the dance as students' practice and perform the correct movements. The groups will be working on their routines for the end of unit assessment.

Day Five:

Students will do a warm up using the foundations of dance skills and techniques. Students will learn the trolls dance for the final lesson. This will be a new dance to the students, but a familiar song by a current artist. The instructor will call out the movements of the dance as students' practice and perform the correct movements of the dance. They will also perform the dance they have been working on in groups for the class.

Equipment:

The whole gymnasium would be ideal, but at least half of the gym is a necessity. A portable speaker with bluetooth technology. An ipad or phone for internet access to music or research. Students must be dressed out in appropriate clothing and foot atier. Poly spots for spacial placement and awareness in the beginning of the unit. Students will need to provide their own notebooks for journaling the dance notes and thoughts. Pen and pencil will be needed. Students will be able to use their cell phones for research and technology aspects only.

Music: "Electric Slide," "Cupid Shuffle," "The Hustle," "Copperhead Road," "I got That Feeling?"

Reflection**Unit Evaluation**

Did the students follow the directions that I was trying to teach them?

How fluid was the transition from following the teacher guided dance to creating their own?

Did the students work well together? How could it have gone smoother?

Did I choose relevant dances that the students will be able to perform at out of school activities and events?

What went well during each lesson?

What did not go so well?

What could be changed?

Scope and Sequence:**Scope Analysis of the Lessons in the Unit:**

Lesson 1	Dance/ Rhythm; Basic Mechanics
Lesson 2	Dance/ Rhythm; Collaboration/ Design
Lesson 3	Dance/ Rhythm; Collaboration/ Design
Lesson 4	Develop Skills and Techniques; Collaboration/ Design
Lesson 5	Develop Skills and Techniques; Improvise/ Perform

Sequence of the Lessons in the Unit:

Lesson 1 Introduction assessment	Introduction/ basic movement patterns/ mechanics
Lesson 2 Group share	Learning a dance/ Collaborating with a group to pick music and build a dance
Lesson 3 Group share	Learning a more complex dance/ Continue to create a dance
Lesson 4 Group assessment	Continuing to learn a more difficult dance.
Lesson 5 Culminating assessment	Learning the most complex dance/ Performing their dance to the entire class.