

Lesson 5 of 6

DANCE ACTIVITIES

EQUIPMENT

Music player » copies of assessment criteria » obstacle-free area » other equipment as requested

RELATED RESOURCES

- PHE Canada Dance Program, www.phecanada.ca/programs/dance
- Arts Alive website, www.artsalive.ca
- The Groove EDGEducation, www.thegrooveedgeeducation.com
- A Compilation of Just Dance videos for follow-a-long Dance Warm ups <https://www.youtube.com/watch?v=Ny2Dvygl4Ns> (choose songs that are age appropriate, movement appropriate, and word appropriate)



Safety First!

“Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR, 2013) page 49.



Activity

Activity

Basic Skills	
Application of Basic Skills	A(10-30) 8

ESSENTIAL QUESTION

How can dance contribute to physical, emotional, intellectual, social and spiritual wellness?

WARM UP

Prior to the start of the lesson, post several copies of the dance project assessment criteria in the activity area. Explain the purpose of the lesson is to develop and refine dance projects, which is a dance to engage others. Facilitate a “groove” style jazz dance warm up using a video such as, <https://www.youtube.com/watch?v=7Fdut5SWOk8>. This warm up dance is a follow-along type warm up where we will follow the video. Once the video is over discuss what types of steps were in the warm up dance (step touch, grapevine, gallop) and how arms can be used to change up a movement and add style to a movement or theme (e.g. cowboy theme, holding your belt buckle when doing the gallop step changes the feel and style of the dance). Ask the group what other steps could be added to continue the theme of the follow-along dance? Repeat the dance again with the steps the class comes up with. Prompt students to move around the room, use the space and make the movements their own.

Clues that students are achieving the outcome...

“Students will develop, refine and perform more complex dances.” *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can develop and/or refine a dance sequence
- Students can apply the principles of dance to improve performance
- Students can communicate thoughts and feelings in a respectful manner



MAIN LESSON

PROJECT WORK

Provide a significant portion of the class for students to develop and refine their dance project. Review the required elements of the project, distribute feedback about the written project descriptions submitted in Lesson 4 and answer any questions. Refer to the posted assessment criteria and invite students to self assess their own and peer-assess the dance performances of others using the criteria. Remind students the spirit of peer assessment is to encourage others and enhance the dance performances. Specific feedback and ideas are often more effective than general comments such as “great job” and “looks good.” Hearing perspectives that differ from our own can provide a valuable learning experience. Indicate that an opportunity will be provided at the end of the lesson to modify and adjust the assessment criteria as needed. Remind the group that any music included in the dance project must be appropriate for a general audience and be approved by the teacher. Assessment criteria can include:

- Establishes and maintains clear rhythm and pattern
- Uses movement concepts to add excitement and capture interest
- Incorporates elements to reflect the style of dance
- Demonstrates a polished performance
- Engages others with the dance
- Makes a meaningful contribution to the dance (e.g., movements performed by each member of the group are purposeful and contribute to the dance)

COOL DOWN

Gather as a large group. Invite students to share examples of peer feedback that was most beneficial at informing their dance project. Address any questions or concerns students have about the dance project and describe the format of Lesson 6. Then invite students to walk and talk for two minutes with someone standing close to them, who is not part of their group for the dance project and discuss their current “answer” to the essential question: How can dance contribute to physical, emotional, intellectual, social and spiritual well-being? Share insights and explore questions as they arise.

