

Lesson 6 of 6

DANCE ACTIVITIES

EQUIPMENT

Music player » jump ropes (one per student) » video camera » recycled paper (one piece per student) » pencils » other equipment as requested » obstacle-free area

RELATED RESOURCES

- PHE Canada Dance Program, www.phecanada.ca/programs/dance
- Sharing Dance website, www.sharingdance.ca
- Arts Alive website, www.artsalive.ca

ESSENTIAL QUESTION

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

WARM UP

AFRICAN-THEMED GROOVE

Facilitate a “groove” style (refer to Lesson 1) African themed dance (music suggestion: Iqubu by African Calabash or Waka Waka by Shakira). Moves can include stomp and drum (take a big “elephant” step and drum hands), 2-to the side (extend arms to the side and reach up and down as if flying like a bird), and hands up (place palms of hands together and move side to side for 4-counts, then drum low for 2-counts, and raise arms up above head for 2-counts). Prompt students to move/drum in different directions, make movements bigger or smaller, and add their own style to the dance. Refer to www.thegrooveeducation.com for more ideas.



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) 9

Clues that students are achieving the outcome...

“Students will choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty” *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can perform a well-rehearsed dance sequence
- Students can critique dance sequences using pre-determined criteria



MAIN LESSON**COLLABORATIVE REFINEMENT**

Post the order in which individuals and groups will perform. Distribute a piece of paper and pencil to each student. Remind the group of the purpose of the project and assessment criteria. Following each dance performance, five minutes will be allotted for constructive feedback and the sharing of ideas. Feedback should support individuals/groups to further refine and polish their dance before it is shared with others. Encourage students to record thoughts on the recycled paper as they arise during the performances. Record the performances of each individual or group with a video camera and provide each group with a DVD copy of the video to support further refinement and “final touches.”

COOL DOWN

Celebrate the dance performances (e.g., group high-tens and celebratory jump). Confirm the details of when and with whom the dances will be shared outside of the class. After the dances have been shared, students can be asked to write, blog or use other media or web-based programs to express their current understanding of how dance can contribute to physical, emotional, intellectual, social and spiritual wellness.



Activity