

Unit 5 Rhythmic Movements

Content Area: **Physical Education and Health**
Course(s): **Physical Education/Health**
Time Period: **February**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

Developing coordinated sequential movements affect the outcome of individual performance.

Rhythmic movement develops coordination.

Essential Questions

What is a rhythmic pattern?

Why is it important to move to music?

Why is it important to learn a number of different movements and movement patterns?

Skills

Demonstrate a variety of movements such as loco motor movements.

Move to the rhythm or beat.

Have control over body movement.

Steady beat during loco motor and non-loco motor activities.

Standards

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| HPE.2.5.2 | All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. |
| HPE.2.5.2.A | Movement Skills and Concepts |
| HPE.2.5.2.A.2 | Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. |
| HPE.2.5.2.A.3 | Respond in movement to changes in tempo, beat, rhythm, or musical style. |
| VPA.1.1.2.A | Dance |
| VPA.1.1.2.A.4 | Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning. |
| VPA.1.1.2.A.CS1 | Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance. |
| VPA.1.1.2.A.CS2 | Original movement is generated through improvisational skills and techniques. |
| VPA.1.1.2.A.CS4 | The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving. |
| VPA.1.3.2.A | Dance |
| VPA.1.3.2.A.1 | Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes. |
| VPA.1.3.2.A.2 | Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway. |
| VPA.1.3.2.A.3 | Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills. |
| VPA.1.3.2.A.CS1 | The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes. |

Assessments

Rhythmic patterns with music & without music

Formative: Other Evidence:Other: Teacher Observation

