Unit 6 Rhythmic Movements

Content Area: **Physical Education and Health**
Course(s): **Physical Education/Health**
Time Period: **March**
Length: **2 weeks**
Status: **Published**

Enduring Understandings

Coordinated sequential movements affect the outcome of individual performance.

Rhythmic movement develops coordination.

Essential Questions

Is a rhythmic pattern the same as a pattern in math, art, or music?

How does finding the beat affect movement?

How do different sounds affect movement?

Skills

Demonstrate a variety of movements such as loco motor movements.

Move to the rhythm or beat.

Have control over body movement.

Controlled movement within a designated space.

Move body synchronously to sounds, beats, or tempos.

Standards

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.
HPE.2.5.2.A.4	Correct movement errors in response to feedback.
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.

Assessements

Use patterns to move rhythmically

Formative: Other Evidence:Other: Teacher Observation