Unit 08: Rhythmic Skills

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Trimester 1**
Length: **2-3 Weeks**
Status: **Published**

Brief Summary of Unit

The ability to understand and incorporate wellness practices into one's daily living is vital to the wellbeing of our students and directly correlates to their optimal overall health. Effective health practices provide students with the potential for success when choosing a career and allow for the pursuit of any career interest. When taking this course, students develop their understanding of the interrelationship between wellness, overall well being and success.

Students will learn how to move to music in organized patterns. Students will understand the relationship of rhythm and the performance of locomotor skills.

Revised: July 2020

Standards

By the end of Grade 2:

Movement Skills & Concepts

Competent and confident age appropriate performance of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports and recreational activities.

- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, recreational activities).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance proficiency during movement and physical activity.

Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship and safety.

- 2.2.5.MSC.5: Correct movement skills and concepts in response to external feedback and self evaluation with understanding and demonstrating how the change improves performance.

Teams apply offensive, defensive, and cooperative strategies in most games, sports and physical activities.

- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing

as an observer during physical activity, games, and other events, contributes to a safe environment.
- • 2.2.5.MSC.7: Apply specific rules and procedures for specific physical activity, games, and sports in a safe active environment.

Physical Fitness

The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

Lifelong Fitness

Exploring wellness components provide a foundational experience of physical movement activities.

- 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

Resources that support physical activity are all around you.

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Performing Arts

- 1.1.2.Cr1: (a). Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. (b). Combine movements using the elements of dance to solve a movement problem.
- 1.1.2.Cr2: (a). Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. (b). Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
- 1.1.2.Cr3: (a). Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. (b). Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
- 1.1.2.Pr4: (a). Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups. (b). Perform planned and improvised movement sequences, with variations in tempo, meter, and

rhythm, alone and in small groups. (c). Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

- 1.1.2.Pr6: (a). Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill. (b). Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements. (c). Dance for and with others in a designated space identifying a distinct area for audience and performers. (d). Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

- 1.1.2.Re7: (a). Demonstrate movements in a dance that develop patterns. (b). Observe and describe performed dance movements from a specific genre or culture.

- 1.1.2.Re8: (a). Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

- 1.1.2.Re9: (a). Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

- 1.1.2.Cn10: (a). Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed. (b). Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

- 1.1.2.Cn11: (a). Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Transfer

Essential Questions

- Why is it important to listen to the beat of the music when moving?
- Where can we utilize our rhythmic experiences?
- How does music affect your performance level during an activity?

Essential Understandings

- they may be creative when listening and moving to music.
- different dances require organized routines.

Students Will Know

- how to keep the rhythm while moving to a beat.
- the different dance step routines.

Students Will Be Skilled At

- key terms: dance, rhythm, rhythmic movements, beat, locomotor skills, dance steps: Chicken Dance, YMCA, Macarena, Electric Slide, Cotton-Eyed Joe, Cha-Cha Slide, Cupid Shuffle

Evidence/Performance Tasks

When taking a Physical Education or Health course , students demonstrate differentiated abilities to answer the essential questions and meet course objectives through formative and summative assessments. Evidence of progression in answering the essential questions and meeting course objectives demonstrates the development of proficiency over time. The performance tasks below are implemented as benchmark assessments and, based on individual student readiness and performance, can be implemented as formative and/or summative assessments. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

● dress appropriately for every class. ● participate in class activities. ● display good sportsmanship ● follow the rules. ● follow safety precautions at all times. ● exhibit a level of skill • answer the essential questions	.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Define each skill concept for various activities.
- Demonstrate each skill for various activities.
- Identify strategies through game play.
- Evaluate skill performance for understanding and additional reinforcement.

Materials

Associated web content and media sources are infused into the unit as applicable and available

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments

• Explanation and demonstration through kinesthetic, visual, and auditory strategies • Reinforcement of skills for understanding • Individualized instruction • Music • Various Sports Equipment	.

Suggested Strategies for Modifications

https://docs.google.com/spreadsheets/d/1Dt1d40AYxClqqaEUJ0RRPHlx5Ace8TWBXtEQu8hpw3Q/edit#gid=1426178898