

Dance

Action Schools! BC



classroom



Gymnasium

4 to 7

Healthy Heart

Dance contributes to the development of body awareness, coordination, creative expression, and cooperation and extensive fundamental movements. Vigorous dances provide hearts, muscles, and bones a workout too.

HEALTH COMPONENTS OF FITNESS

ENDURANCE
FLEXIBILITY
STRENGTH

SWINGING
RUNNING
BALANCE

FUNDAMENTAL MOVEMENT SKILLS

CURRICULUM CONNECTIONS



BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (4).
- Daily physical activity enables us to practise skillful movement and helps us develop personal fitness (5-6).
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity (6-7).
- Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals (7).

CURRICULAR COMPETENCIES:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (4-5).
- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments (6-7).
- Participate daily in physical activity designed to enhance and maintain health components of fitness (5-7).
- Identify and describe opportunities for and potential challenges to participation in preferred types of physical activity at school, at home, and in the community (4-5).
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness (6-7).
- Describe and assess strategies for promoting mental well-being.

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- Benefits of physical activity and exercise (4-5).
- Differences between the health components of fitness (5).
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different types of physical activity on the body (7).
- Practices that promote health and well-being.

FIRST PEOPLE'S PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning recognizes the role of indigenous knowledge.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
- Learning requires exploration of one's identity.

COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



RELATIONSHIPS AND ENVIRONMENTS

- Use a large open area with access to music for students to spread out and participate in the dance activity. Focus on relationships in dance: sometimes you dance on your own, sometimes you dance with others.

TEACHING AND LEARNING

- Dancing is a great way to develop movement skills and creatively express feeling and emotions and tell stories.

COMMUNITY PARTNERSHIPS

- Invite community organizations to come and teach dance lessons to your students or go to a community dance venue to participate in dance lessons.

OUR SCHOOL POLICIES

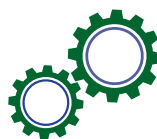
- Students follow school/class guidelines on how to speak and treat each other.

EQUIPMENT AND RESOURCES



- DVD and music player
- percussive instruments, scarves, ribbons, hats, bean bags, etc.
- Music: popular music
- *6 Fit Kids' Workouts* DVD
- *65 Energy Blasts* DVD

IMPLEMENTATION



- Lead a warm-up utilizing geometric shapes movements - circles, arcs, line segments, diamonds, parallel lines, right angles, etc. Ask students to share the 'dances' that they are familiar with. Allow them to teach their peers a few steps/patterns.
- Learn traditional, folk, line, square or novelty dances. Check out YouTube, Dance Resources for ideas.
- Use *Dance Explorations Activity Ideas* from K to 3.
- Teach traditional First Peoples dances. Discuss how dances are learned — springboards into a discussion of what knowledge or skills students have learned from an Elder, grandparent, or someone else in the community.
- Integrate dance with other curricula (e.g., social studies, music). Have students research and share their traditional dances from their home cultures.
- Try set dances, creative dance, story dance.
- Try teacher led and student led choreography to a variety of music.
- Use the creative process of **Explore, Select, Combine, Refine, Rehearse, and Present**, discussed in *Teaching Creative Dance*.
- Have students reflect and explain how participating in this activity can influence their physical and mental well-being (e.g., Improve their coordination, endurance, and strength levels, it can help strengthen their bones, it can help them lower stress levels and feel happier, etc.).
- Have students explain how they felt while participating in this activity (e.g., They were having fun, they did not enjoy it, they were able to express themselves, they felt confident/did not feel confident, etc.).

- Have students propose and explain strategies and reasons for using dance in their lives (e.g., At recess or lunch to develop strength and endurance levels, after a test or quiz to help relax the mind, it can contribute to a sense of self and cultural understanding, etc.).
- Incorporate different types of First Nations/Aboriginal dances.

ACTION TIPS

- Teach or have students learn one dance move, combine with other moves, take turns leading the group in each of the moves (see *Teaching Creative Dance*).
- Use a variety of upbeat fun music to motivate and inspire.

SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure proper footwear and tied laces.
- Ensure surfaces being used are free from clutter or objects that might cause students to trip or slip on.

EXTENSION OF LEARNING

- Invite an organization into the school to teach students the basics of First Peoples singing and dancing.

TEACHING CREATIVE DANCE



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Healthy Heart

Use the 6 Fit Kids' Workouts and 65 Energy Blasts DVDs to learn all of the African Dance moves (or latin, hip hop or sport dance). In groups of 3 or 4, sequence some of the selected moves to tell a story (e.g., the African butterfly heard the stomping hunters and then flew from the earth to the sky). Create and add more moves. Use props such as scarves, bean bags, hats, ribbons, percussive instruments etc. to shift focus away from the individual. Follow the eight steps in the creative process.

- 1. EXPLORE:** Follow the five minute African Dance workout on the *6 Fit Kids' Workouts DVD*. Finish with a *Head-to-Toe* stretch. 10 minutes
- 2. EXPLORE:** Follow the African Dance moves on the *65 Energy Blasts DVD* (note there are two new moves in addition to those learned in Step 1.) 10 minutes
- 3. SELECT:** Hand out the *African Deal-A-Dance Cards* one to each pair of students. Give them time to review and practise their specific move. Form a large circle. Play African music. Each group takes a turn leading their specific move, while the rest of the group follows the leaders. 10 minutes
- 4. SELECT:** Brainstorm with the class other moves that can be created within the African theme – animal moves such as flamingo, elephant, gazelle; weather themes such as wind, thunder, rain; action themes such as gathering, hunting, celebrating. In small groups students choose some new actions, create the move, share and practice to the music. 10 minutes
- 5. COMBINE:** In small groups, students create an African Dance that tells a story. Each student contributes at least one move. Give an example if necessary. The elephants stomped across the plains escaping the oncoming rainstorm (e.g. elephant, stomp, rainstorm are the chosen actions). Students do their chosen moves one after the other in a group sequence. 10 minutes
- 6. REFINE:** Challenge students to do some of the following – add percussive sound (e.g. snap, clap, stomp, vocals etc.) to their sequences; do some moves on the spot (non-locomotor) and some moves while travelling (locomotor); add changes in direction, pathways, levels; choose two or more formations such as line, circle; choose two or more relationships such as mirroring, following, partners (see *Dance Explorations Activity Ideas*). 10 minutes
- 7. REHEARSE:** Practice and refine the sequences preparing to share with an audience. 10 minutes
- 8. PRESENT:** Each group performs their African Dance sequence for the rest of the class, for a buddy class, at a school assembly etc.
- 9. CELEBRATE!**