

Dance

Action Schools! BC



K - 3

Healthy Heart

Cardiovascular disease is the second leading cause of death in Canada. Physical activity can contribute to a healthy lifestyle and decreased risk of heart disease. Regular participation in active games, individual pursuits, and running or walking will contribute to students' heart health.

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 physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living (K-1).
- Good health comprises physical, mental, and emotional well-being (K-1).
- Our physical, emotional, and mental health are interconnected (2-3).
- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (2-3).
- Learning how to participate and move our bodies in different physical activities helps us develop physical literacy (2).
- Movement skills and strategies help us learn how to participate in different types of physical activity (3).

CURRICULAR COMPETENCIES:

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments.
- Participate daily in physical activity at moderate to vigorous intensity levels.
- Identify and describe opportunities to be physically active at school, at home, and in the community (K-2).
- Identify and describe opportunities for and potential challenges to being physically active at school, at home, and in the community (3).
- Identify and describe practices that promote mental well-being (K-1).
- Identify and apply strategies that promote mental well-being (2-3).

CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different activities on the body (1).
- Effects of physical activity on the body (2).
- 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.

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.

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.
- Invite a representative from the local First Nation Band to provide traditional dancing opportunities for the students.

OUR SCHOOL POLICIES

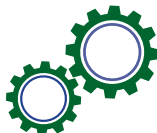
- Students follow school/class guidelines on how to speak and treat each other.

EQUIPMENT AND RESOURCES



- DVD and music player, drum or tambourine
- Dice, scarves, bean bags
- Music: Popular tunes or if available, fitness CDs/DVDs for children such as *Kids in Motion CD*, *Dance Party Fun CD*, *Cool Aerobics CD*, *Yoga CDs*, or *65 Energy Blasts DVD*

IMPLEMENTATION



- Teach some individual moves from the resources (e.g., CDs/DVD), then combine them in short sequences.
- Use *Dance Explorations Activity Ideas*.
- Use dice to help create sequences (e.g., roll 3 jumps, roll 2 turns, roll 5 steps).
- Use traditional folk, line or novelty dances and combine them in new ways.
- Integrate dance with social/cultural studies.
- Create dances with scarves, balls or bean bags by setting sequences, routines or patterns to music.
- Teach in Physical Education time.
- Have students reflect and explain how dancing has been and continues to be part of people's overall wellness and how participating in this activity can influence their physical health (e.g., improve their coordination, endurance, and strength levels, it can help strengthen their bones, 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 to include dance in their lives (e.g., at recess or lunch to develop strength and endurance levels, lower stress levels and feel better about self, after school at a local community centre, etc.).
- Incorporate different types of First Nations/Aboriginal dances.

ACTION TIPS

- Keep the emphasis on fun and energetic actions.
- Teach positive social skills.
- Use scarves or other objects (e.g., musical instruments) in dance to motivate and encourage participation.

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

- Have student share their creative dances with parents during student-led conferences or another time when family members are in the school.

DANCE EXPLORATIONS ACTIVITY IDEAS



BODY PARTS

MUSIC RECOMMENDATIONS

- Lively dance music.

ACTIVITIES

- **PARTS IN MOTION** – discover how different body parts move: nod and shake heads; circle body, arms, legs, hips; shake parts; bend and stretch arms, legs, fingers, toes; shrug shoulders.
- **BODY PART DANCES** – make dance movements that emphasize one body part e.g., an elbow dance, a head dance, a shoulder dance, a foot dance. Use fast and slow tempo music to explore different dynamics.
- **HOLDING HIGH** – make different body parts higher than the rest of the body e.g., arms high, legs high, one foot high, knee high, bottoms high.
- **GLUE** – “glue” different body parts to the floor and only move the unglued parts.
- **SILLY BONES** – create ways to connect different body parts: knee to knee, head to shoulder, ankle to knee, spine to spine. Call out body parts randomly. Create sequences.
- **BODY MUSIC** – make patterns that create sounds: clap, stamp, slap, tap. Combine sound actions with other action words.



NON-LOCOMOTOR (MOVEMENTS IN PLACE) AND LOCOMOTOR ACTIONS (TRAVELING)

MUSIC RECOMMENDATIONS

- Lively dance music.

ACTIVITIES

(USE SCARVES OR OTHER OBJECTS FOR ANOTHER ELEMENT)

- Explore ways of performing the basic non-locomotor actions: stretch, curl, twist, turn, push, pull, swing, stop, balance, ready position.
- Try fast, slow, high, low, whole body and with different body parts.
- Explore other action-image words: rise, sink, grow, shrink, press, rock, sway, shake, melt, fall, collapse, explode, twitch, kick, punch, shiver, wiggle, etc.
- Explore ways of performing the basic locomotor actions: skipping, sliding, galloping, leaping, rolling, jumping, walking, running, hopping, dodging.
- Try with changes in direction: forwards, backwards, sideways; levels (high, medium, low); pathways (zigzag, straight, curved).
- Combine actions into movement sequences and patterns: shrink, shiver, explode.

3 RELATIONSHIPS

MUSIC RECOMMENDATIONS

- Lively dance music.
- Quiet music, such as a yoga CD

ACTIVITIES

- **MIRRORING** – in partners, face each other and try to move exactly the same way as if looking in a mirror. One partner leads, the other follows; switch roles. Encourage use of a variety of non-locomotor movements. To introduce this activity have students mirror you.
- **SHADOWING** – similar to mirroring but students stand one behind the other; the one in the back is the shadow.
- **OPPOSITES** – in partners, move using different pairs of opposite actions e.g., stretch/curl, twisted/straight, push/pull, grow/shrink, high/ low, rise/shrink etc.
- **FOLK AND SQUARE DANCE FUN** – try do-si-dos, stars, arches, turns (one and two hand), swings, walk forward and back in pairs and small groups, circles (clock-wise and counter clock-wise).



4 SHAPES

MUSIC RECOMMENDATIONS

- *The Freeze* (on YouTube - <https://www.youtube.com/watch?v=rNHA0kdIKA4>)

ACTIVITIES

- **BASIC SHAPES** – practise the basic shapes: stretched, curled, bent (angular), twisted. Create high, low, middle level shapes and shapes balancing on different body parts. Mirror a partner's shape. Make alphabet letter shapes.
- **STATUES** – make imaginary statue shapes: different characters, objects or feelings e.g., thinkers, hockey players, dancers, superstars, bridges, angry, happy, sad, frightened etc.
- **SHAPES FOR 8** – make a shape and hold for a count of 8. Make a new shape and hold for 8. Try holding for different counts. Use a drum, tambourine, clapping or snapping to keep the beat.
- **GO AND FREEZE** – move to music individually; freeze in any shape when the music stops. Let the music play for varying intervals of time to build listening skills.
- **SHAPES AND SPACES** – in partners, one dancer makes a shape, while the other fits her/his shape into the holes and spaces made by the first. Keep changing shapes, one partner moving at a time.

Inspired by Pat Parker and Debbie Keel, Action Schools! BC Regional Trainers