



TOOLS FOR LEARNING **DANCE SKILLS**

PRIMARY (K-2)

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

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TOOLS FOR LEARNING **DANCE SKILLS**

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In partnership with the SUNY Cortland AMP Lab.
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MODULE OVERVIEW

ABOUT THIS MODULE

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Special Contributions: Elyse Laughlin, Aaron Hart, Jenna Knapp, & Deedi Boland

Design: Jennifer Truong

Dance has been a part of the human experience since before the birth of the earliest civilizations. Young children love to move to music, and that joy provides an important opportunity to nurture the value of movement within each child's identity. This dance module is designed to teach students the basics of rhythm and how music informs and enhances the movement experience.

This version of OPEN's K-2 Dance module has been modified specifically to meet the Physical Education Standards of Learning for Virginia Public Schools.

Additional curriculum resources can be found at:

<http://openphysed.org/curriculummodules>

STANDARDS ADDRESSED

- ✔ **Standard 1 [K.e,g]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e); Demonstrate moving at low, medium and high levels (g).
- ✔ **Standard 1 [1.f,g,i]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g); Demonstrate low, medium, and high levels (i).
- ✔ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.a,b]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 3 [K.c]** Identify physical activities that are done with family and with friends for fun (c).
- ✔ **Standard 3 [1.a]** Identify activities to do at home to help the body move and grow (a).
- ✔ **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.a,c,d,e]** Identify one activity that is enjoyed and done outside of physical education class (a); Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

MODULE OVERVIEW

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MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

Each dance activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

- | | |
|-----------------------------------|----------------------|
| Instant Activity (or quick dance) | <i>5-10 minutes</i> |
| + Dance Activity with Debrief | <i>10-15 minutes</i> |
| + Dance Activity with Debrief | <i>10-15 minutes</i> |
| + Check for Understanding | <i>5 minutes</i> |

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module’s first lesson, students participate in the activity Moving 8’s. At the end of this activity, students would complete the Pre and Goal columns for Counting Beats. Other skills would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the final lesson of the module.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group’s performance. Next, set a group goal for improvement and complete the post assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

MODULE OVERVIEW

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the module's final lesson, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Pop See Ko & Moving 8s	Dance, Leader, Follower, Upper Body, Lower Body, Movement, Locomotor Skills, Non-Locomotor Skills, Responsibility, Respect, Beat, Rhythm, Tempo
2	Moving 8s & A Very Simple Dance	Beat, Rhythm, Tempo, Dance, Leader, Follower, Upper Body, Lower Body, Movement, Locomotor Skills, Non-Locomotor Skills, Call, Response
3	A Very Simple Dance & The Dancing Duke of York	Beat, Rhythm, Tempo, Dance, Actively Engage, Song Cues, Locomotor Skills, Self-Space
4	The Dancing Duke of York & The Hokey Pokey	Dance, Actively Engage, Song Cues, Locomotor Skills, Non-Locomotor Skills, Self-Space
5	The Hokey Pokey, Pop See Ko, & The Birdie Dance	Dance, Actively Engage, Song Cues, Locomotor Skills, Non-Locomotor Skills, Self-Space
6	The Birdie Dance & Sitting Square Dance	Beat, Count, Rhythm, Locomotor Skill, Non-Locomotor Skill, March, Personal Space, General Space, Song Cues, Direction
7	Sitting Square Dance & Kinder Polka	Beat, Count, Rhythm, Locomotor Skill, Non-Locomotor Skill, March, Personal Space, General Space, Song Cues, Direction
8	Kinder Polka, Mexican Hat Dance, Goldfish Dance	Beat, Rhythm, Locomotor Skill, Non-Locomotor Skill, Stationary, Personal Space, General Space, Song Cues, Culture, Vigorous
9	Goldfish Dance, Student Favorites	Beat, Rhythm, Locomotor Skill, Non-Locomotor Skill, Stationary, Personal Space, General Space, Song Cues

POP SEE KO

STUDENT TARGETS

- ✓ **Skill:** I will move in my personal space to the rhythm of the music.
- ✓ **Cognitive:** I will discuss different Pop See Ko dance moves during class discussion.
- ✓ **Fitness:** I will actively participate by moving my body to the rhythm of the music.
- ✓ **Personal & Social Responsibility:** I will safely share personal space with my classmates.

TEACHING CUES

- ✓ Listen and Respond
- ✓ Follow the Conversation
- ✓ Move to the Music

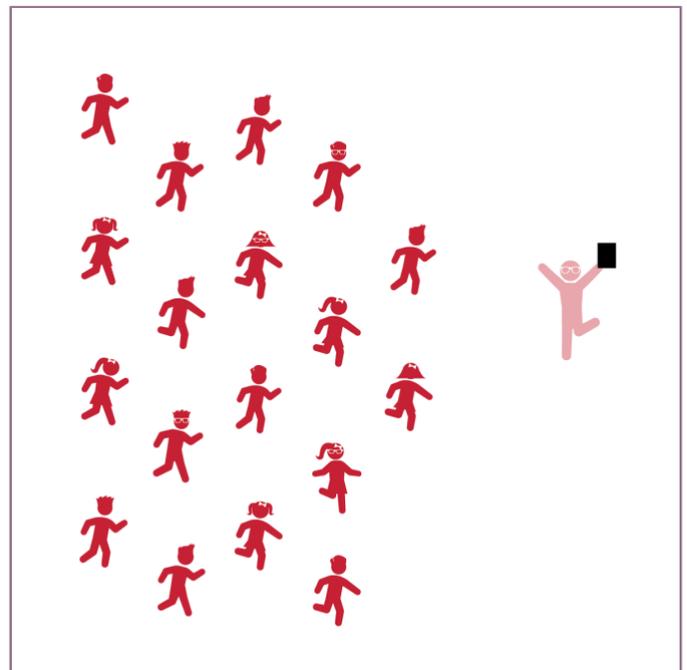
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ (Optional) The song "Pop See Ko" (Available on [iTunes](#), [YouTube](#))
- ✓ (Level 2) 1 hula hoop or poly spot per group of 4 students

Set-Up:

1. Level 1: Students stand in a scattered formation facing the teacher (on individual spots).
2. Level 2: Students stand in groups of 4 around a hula hoop.
3. Level 3: Students stand in larger groups of 8-12.



Activity Procedures:

1. Today's activity is called Pop See Ko. It is a conversation song and dance created by the group Koo Koo Kangaroo.
2. The object of the dance is to have fun and be creative while we move around.
3. Teachers, lead the students as detailed on the Pop See Ko Conversation Sheet.
4. When appropriate, call on individual students to choose dance moves for the group to perform.
5. Continue the dance, repeating the call and response format so that each student gets a chance to perform a unique dance move while the class follows along.

Grade Level Progression:

K: Students follow teacher-led movements.

1st: Organize students into small groups of 4. 1 student starts the conversation with another, and the whole group will dance along with the responder. Then, the responder will become the caller and start the conversation with another student. Continue this process to give every member of the group a turn.

2nd: Students perform the activity as described for 1st grade with additional teacher encouragements to create movements that include the whole body (both arm and leg movements).



POP SEE KO

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Move in an area free of visual distractions.
- ✔ Use short cue words with a demonstration rather than long explanations.
- ✔ Perform this dance in a circle. Rotate the designation of leader from student to student around the circle until all students have had the opportunity to be a movement leader/responder.

ACADEMIC
LANGUAGE

Dance, Leader, Follower, Upper Body, Lower Body, Movement, Locomotor Skills, Non- Locomotor Skills, Responsibility, Respect

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✔ **Standard 1 [1.f]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f).
- ✔ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.a]** Demonstrate cooperative and safe play (a).
- ✔ **Standard 4 [1.a]** Work cooperatively, and demonstrate safe equipment use with peers (a).
- ✔ **Standard 4 [2.c]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How did this dance make you feel?
- ✔ **DOK 2:** Pick a specific movement within the dance that made you feel some emotion. Describe why you think it made you feel the way it did.
- ✔ **DOK 2:** How did it make you feel to lead a dance move? Why do you think it made you feel that way?
- ✔ **DOK 2:** What was 1 movement you liked that someone else led us in? What made you like it?

TEACHING
STRATEGY
FOCUS

Create a safe environment for self-expression: Pop See Ko is a fun dance activity that provides students with an opportunity to be creative and express themselves through rhythmic movement. Be sure to find a good compromise between challenging your students with an opportunity to be a leader and allowing them to remain in their comfort zones. Encourage students to be as creative as they can be while both remaining safe and controlled with their movements and having a fun time leading and following many different rhythmic movements.

MOVING 8s

STUDENT TARGETS

- ✔ **Skill:** I will perform locomotor skills to the beat of the music.
- ✔ **Cognitive:** I will count and clap the beat of the song.
- ✔ **Fitness:** I will be actively engaged in this dance by moving to the beat of the song.
- ✔ **Personal & Social Responsibility:** I will follow directions and stay safely on task.

TEACHING CUES

- ✔ Listen and Respond
- ✔ Listen and Watch My Count and Movements
- ✔ Respond and Perform the Same Movements

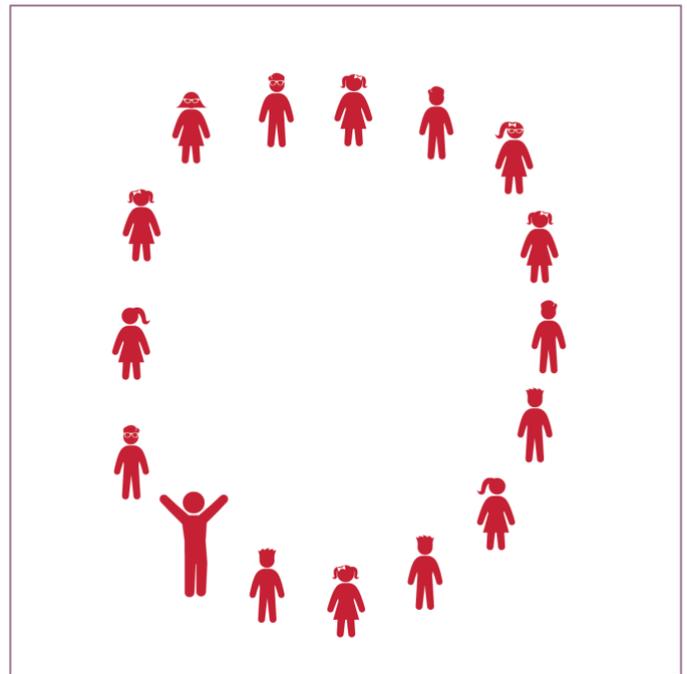
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Music Player
 - ✔ The song “The Way You Make Me Feel” (Available on [iTunes](#))
- Note: You can use similar songs with moderate tempo and a clear beat

Set-Up:

1. Students sit or stand in a large circle



Activity Procedures:

1. Today’s activity is called Moving 8s.
2. The object of the activity is to learn about beat, rhythm, and tempo. The beat is like the heartbeat of the song. You might tap your foot to the beat as you listen to a song. The beat is what we are counting in this activity.
3. The rhythm is the pattern of the music, or the movement in the song. The tempo is the speed of the song and can increase or decrease throughout a song or dance.
4. This activity is like Simon Says. I am going to count out aloud, “1-2-3-4,” and you are going to repeat back to me, “5-6-7-8.” The numbers represent the beat of the song. The movements we perform will go along with the rhythm of the music. I may increase or decrease the tempo as we play this activity.
5. Teachers, use the Moving 8s Activity Card to lead the students in this activity.

Grade Level Progression:

K: Play this activity first without music. Start sitting down and then progress to standing up. Next, try the movements with music.

1st: Play this activity first without music, but start standing up. Next, add music and pathway movement around the circle. Change direction and then move both in and out of the circle.

2nd: After performing this activity in a circle with music, prompt students to scatter and move in general space, listening to your call and moving only on their “5-6-7-8” response.



MOVING 8s

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Students make a traditional conga line and perform movements along with the teacher or selected line leader.
- ✓ Students partner up and take turns being the leader. 1 partner starts by performing a movement while saying, “1-2-3-4.” Then, the other partner responds by performing the same movement saying, “5-6-7-8.”

ACADEMIC
LANGUAGE

Beat, Rhythm, Tempo, Dance, Leader, Follower, Upper Body, Lower Body, Movement, Locomotor Skills, Non-Locomotor Skills

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✓ **Standard 1 [1.f,g]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g).
- ✓ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✓ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✓ **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✓ **Standard 4 [a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✓ **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How did this dance make you feel?
- ✓ **DOK 2:** What was the beat/rhythm we followed during our dance? Can you count it and clap it for me?
- ✓ **DOK 2:** What different movements did we perform to the beat of the music? What are some other movements can we perform?
- ✓ **DOK 2:** Can you clap and count a fast beat? What does a slow beat sound like when you clap and count?

TEACHING
STRATEGY
FOCUS

Pace the Progression: Start the activity with a lot of repetition of counting, clapping, and other movements while students follow along with you. Don't rush into playing the music. Wait until the students understand how to count out the beat at a slow and a fast tempo before introducing the music to the activity. Save some time at the end of the activity for trying 1 of the challenge progressions and/or allowing them to make up their own movements. Focus on staying on the beat with the song. Clapping is a great way to highlight the rhythm and guide students through the activity.

A VERY SIMPLE DANCE

STUDENT TARGETS

- ✓ **Skill:** I will perform all of the movements to this dance.
- ✓ **Cognitive:** I will identify the locomotor and non-locomotor movements used in this dance.
- ✓ **Fitness:** I will stay actively engaged in this dance.
- ✓ **Personal & Social Responsibility:** I will talk about the how I was able to express feelings through dance movements.

TEACHING CUES

- ✓ Listen and Move to Music Cues
- ✓ Follow the Teacher's Calls and Movements

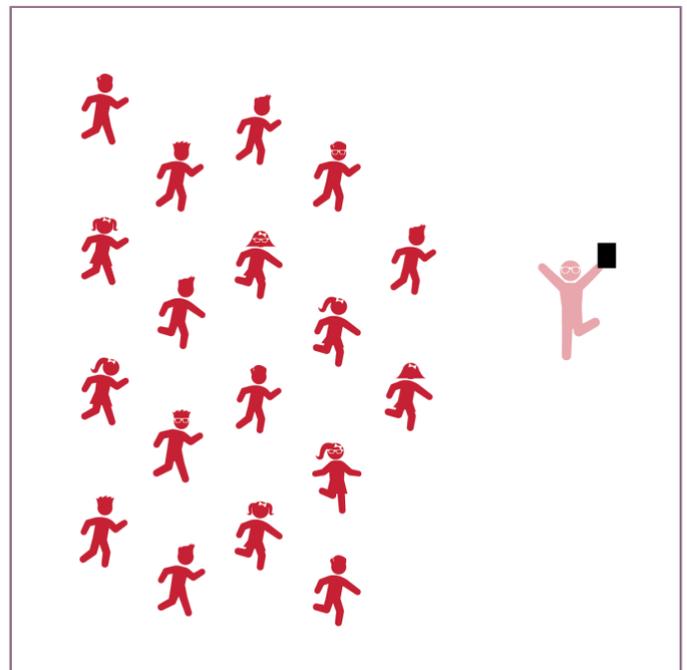
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song "A Very Simple Dance" (Sesame Street Productions, Available on [iTunes](#) and via [YouTube](#))

Set-Up:

1. Students stand in a scattered formation, facing the teacher.



Activity Procedures:

1. Today's activity is called A Very Simple Dance.
2. The focus of the activity is to use what we have learned about putting movements to rhythm and to express happiness by performing this dance. Then we'll get a chance to create our own dance.
3. Teachers, use the Simple List Dance Activity Card to lead this activity.
4. Listen to the cues of the music and perform responses with the students.

Grade Level Progression:

K: Perform the activity as described above.

1st: Have students perform the dance in groups of 3-4.

2nd: Have students perform the dance in groups of 3-4. After performing the dance, each group will create and perform their own "Simple Dance" consisting of 3 or 4 movements with each movement lasting 4 beats. The dance must start with "clap your hands" and finish with "all fall down."

A VERY SIMPLE DANCE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Create a dance modification that can be done in a seated position.
- ✔ Add brightly colored scarves or ribbon wands.
- ✔ Allow students to create a movement of their own that the whole class will try to perform.

ACADEMIC
LANGUAGE

Beat, Rhythm, Tempo, Dance, Leader, Follower, Upper Body, Lower Body, Movement, Locomotor Skills, Non-Locomotor Skills, Call, Response

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✔ **Standard 1 [1.f,g]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g).
- ✔ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 3 [K.c]** Identify physical activities that are done with family and with friends for fun (c).
- ✔ **Standard 3 [1.a]** Identify activities to do at home to help the body move and grow (a).
- ✔ **Standard 4 [2.a]** Identify one activity that is enjoyed and done outside of physical education class (a).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How did this dance make you feel?
- ✔ **DOK 2:** What locomotor and non-locomotor skills did you use/perform in this dance?
- ✔ **DOK 2:** Would increasing the tempo of the song make the dance harder or easier? Why?
- ✔ **DOK 3:** How can you use this dance to help make a friend feel better or express how you feel?

TEACHING
STRATEGY
FOCUS

Review content: This dance helps bring together the concepts of beats (counting music), rhythm (pattern), and tempo (speed) of a song and dance. This song also helps students explore a variety of basic locomotor and non-locomotor dance movements while reviewing the concept of call and response and see why that learning strategy is important to many dances.

THE DANCING DUKE OF YORK

STUDENT TARGETS

- ✓ **Skill:** I will perform movements to the rhythm and tempo of the song.
- ✓ **Cognitive:** I will discuss how the tempo of the song changed our dance performance.
- ✓ **Fitness:** I will stay actively engaged in this dance.
- ✓ **Personal & Social Responsibility:** I will take turns listening and responding during class discussion.

TEACHING CUES

- ✓ Respect Self-Space
- ✓ Follow Song Cues and Teacher Movements

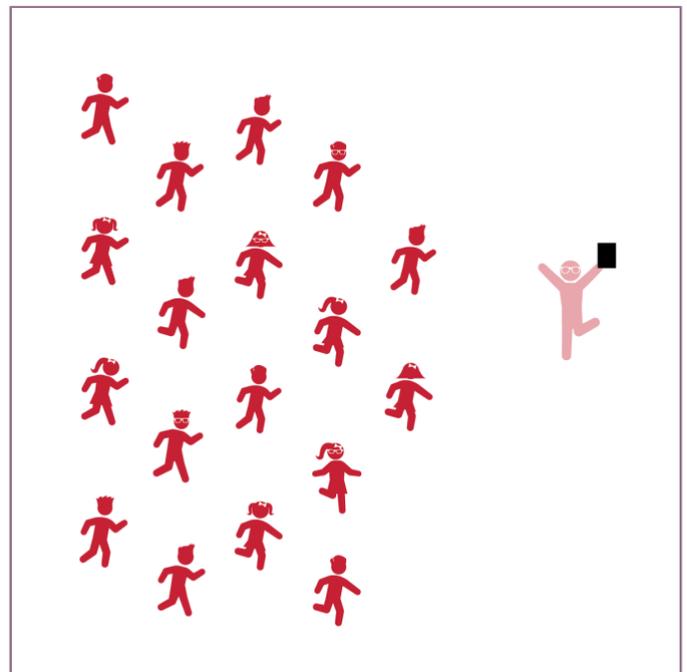
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song “Noble Duke of York” (Available on [iTunes](#))

Set-Up:

1. Students stand in a scattered formation, facing the teacher.
2. The teacher models the movements while singing/saying *The Grand Old Duke of York* nursery rhyme or while playing the “Noble Duke of York” song.



Activity Procedures:

1. Today’s activity is called The Dancing Duke of York. Today we are going to pretend we are the Noble Duke of York and move our bodies to the lyrics (words) of the song.
2. The object of the activity is to follow the musical cues of the song and move our bodies through different levels.
3. Teachers, follow The Dancing Duke of York Activity Card.

Grade Level Progression:

K: Sing/say the song slowly or pause the music in between music cues so that students can learn each response. Once they’ve learned each one, practice performing the dance without stopping.

1st: Change the original action word “March” to other locomotor skills. Example: “He *galloped* up the hill and *jumped* down again.”

2nd: Have the students perform the dance faster and faster as you say/sing the song faster and faster each time.



THE DANCING DUKE OF YORK

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Allow the students to perform the song while sitting by using only their hands and arms. To march, the students can pat their thighs or wave their hands and arms back and forth.
- ✓ Progressively increase or decrease the tempo of the song to accommodate the class.

ACADEMIC
LANGUAGE

Beat, Rhythm, Tempo, Dance, Actively Engage, Song Cues, Locomotor Skills, Self-Space

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [K.e,g]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e); Demonstrate moving at low, medium and high levels (g).
- ✓ **Standard 1 [1.f,g,i]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g); Demonstrate low, medium, and high levels (i).
- ✓ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✓ **Standard 2 [2.a]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through in dynamic movement situations (a).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How did this dance make you feel?
- ✓ **DOK 1:** What is a locomotor skill? What are the different locomotor skills that you've learned?
- ✓ **DOK 2:** Can you demonstrate the 3 different levels we moved through today? Low? Middle? High?
- ✓ **DOK 3:** What happened to the difficulty of the dance when we tried to do it slower? Faster?
- ✓ **DOK 3:** Did it get easier or harder the more times we sang and danced the song? Why do you think that is?

TEACHING
STRATEGY
FOCUS

Scaffold Instruction: This activity is an adaptation of a children's nursery rhyme (*The Grand Old Duke of York*), wherein a variety of basic non-locomotor and locomotor movements are incorporated into the song, "Noble Duke of York." Once your students have mastered the movements in this song, it can be used as a challenging warm-up (i.e., get faster and faster) or cool-down activity (go slower and slower). In a classroom setting, students can begin by sitting in their chairs: on the words "up" and "down," the students stand up/sit down as directed. Have the students move in their personal space until they understand the song cues and associated movements. Sing the song/rhyme slowly to start, getting to a normal pace as the students learn the movements.

THE HOKEY POKEY

STUDENT TARGETS

- ✓ **Skill:** I will work to keep my balance during the Hokey Pokey.
- ✓ **Cognitive:** I will make the correct movements with the correct body parts during this dance.
- ✓ **Fitness:** I will stay actively engaged and work to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will safely move in personal space.

TEACHING CUES

- ✓ Follow Song Cues and Teacher Movements

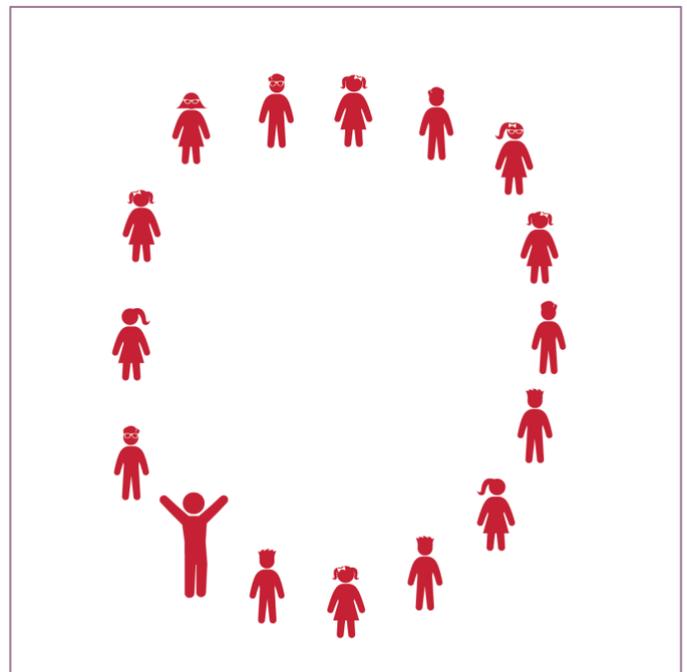
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song “The Hokey Pokey” (Available on [iTunes](#))

Set-Up:

1. Students and teacher stand in a large circle formation.



Activity Procedures:

1. Today’s activity is called The Hokey Pokey. The object of the activity is to practice moving only 1 part of our body at a time.
2. As the song asks the students to put different body parts into the circle, the students stick those body parts toward the center of the circle. When the song calls for it, they turn and put that body part outside of the circle. The song will then instruct students to shake that body part. Finally, students turn around (do the Hokey Pokey) and prepare for the next body part.
3. This dance can be performed with the song being played or sung by the teacher and class.
4. Teachers, use The Hokey Pokey Activity card as a reference for this dance.

Grade Level Progression:

K-1st: Students perform the song as described above.

2nd: Students perform in a circle, on spot markers, or across from a partner in a hula hoop. Perform the song as explained above. However, prompt students to move to a different spot every time they hear the lyric, “That’s what it’s all about.”



THE HOKEY POKEY

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Perform the dance in seated position.
- ✔ Perform the dance with a parachute. The students lift and take a step underneath the parachute for “in” and step back outside of the parachute for “out.” For “turning around,” the students place the parachute on the ground and turn around.
- ✔ Allow students to suggest other body parts to put in and out of the circle as you sing the song as a class.

ACADEMIC
LANGUAGE

Dance, Actively Engage, Song Cues, Locomotor Skills, Non-Locomotor Skills, Self-Space

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✔ **Standard 1 [1.f]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f).
- ✔ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How did this dance make you feel?
- ✔ **DOK 1:** Can you identify the different body parts that we moved today during our dance?
- ✔ **DOK 2:** How would you apply what you learned during this dance to develop your own version of the “Hokey Pokey” dance?

TEACHING
STRATEGY
FOCUS

Help students learn right and left: The Hokey Pokey can be a fun and challenging song for K-2 students, especially for those who do not yet know the difference between their right and left. This dance is a fun way to learn and practice basic directions.

THE BIRDIE DANCE

STUDENT TARGETS

- ✓ **Skill:** I will perform the moves of the Birdie Dance in the correct order (sequence).
- ✓ **Cognitive:** I will discuss movement pathways.
- ✓ **Fitness:** I will stay actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will safely move in personal space.

TEACHING CUES

- ✓ Follow Song Cues and Teacher Movements

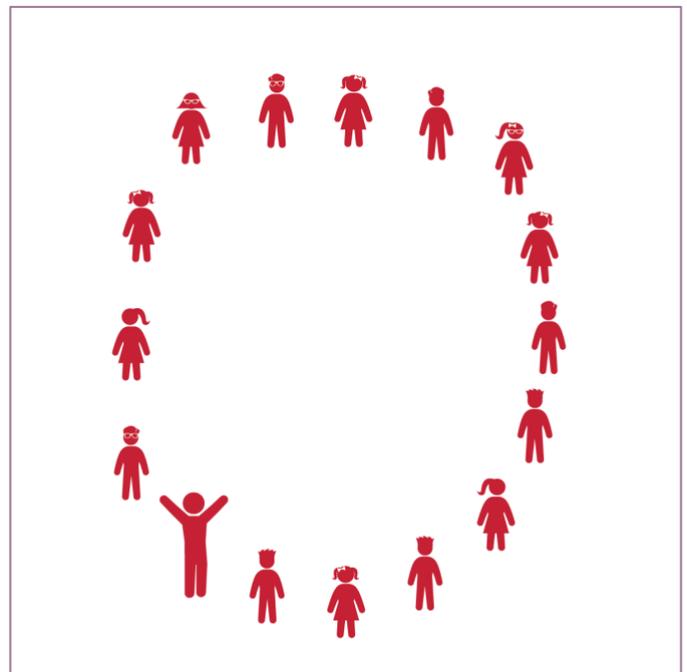
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song “Birdie Dance” or “The Chicken Dance” (Available on [iTunes](#))

Set-Up:

1. Students and teacher stand in a large circle formation.
2. Alternate set-up: Students perform this dance facing a partner or in small groups.



Activity Procedures:

1. Today’s activity is called The Birdie Dance.
2. The object of the activity is to move our bodies like a bird from a medium level to a low level and back.
3. The music will play and we will perform the movements as we hear the song cues.
4. Teachers, use The Birdie Dance Activity Card as a reference for this dance.

Grade Level Progression:

- K:** Perform dance as described above.
1st: Students perform this song with a partner.
2nd: Students perform this song in small groups of 3-6 students.



THE BIRDIE DANCE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✓ Students start in a seated circle formation. The teacher leads the class in the 4 movements (cheep, flap, wiggle, clap). During the bridge, the students join hands and lean to the right/left instead of skipping to the right/left.
- ✓ Move in an area free of visual distractions.
- ✓ Use short cue words with a demonstration, not long explanations.

ACADEMIC
LANGUAGE

Dance, Actively Engage, Song Cues, Locomotor Skills, Non-Locomotor Skills, Self-Space

STANDARDS
& OUTCOMES
ADDRESSED

- ✓ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✓ **Standard 1 [f,g]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g).
- ✓ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✓ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✓ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

DEBRIEF
QUESTIONS

- ✓ **DOK 1:** How did this dance make you feel?
- ✓ **DOK 1:** What different pathways and shapes did we move in today? During which parts of the song and dance did we use them?
- ✓ **DOK 2:** What did you notice about the number of beats used for each movement?
- ✓ **DOK 2:** How did the different movements in the dance represent birds?

TEACHING
STRATEGY
FOCUS

Access prior knowledge: This song and dance is performed at many social events that a K-2 student might attend. When you introduce it in class, they may already know this song and be ready for a challenge. Allow students to create fitness modifications that make the dance more vigorous. This provides a good opportunity to help them see that physical fitness can be integrated into all areas of their lives and that dancing can be a fun way to interact with others.

SITTING SQUARE DANCE

STUDENT TARGETS

- ✓ **Skill:** I will perform this dance to the rhythm and tempo of the music.
- ✓ **Cognitive:** I will discuss dance movements and how those movements made me feel.
- ✓ **Fitness:** I will stay actively engaged in this dance.
- ✓ **Personal & Social Responsibility:** I will follow directions without teacher reminders.

TEACHING CUES

- ✓ Listen Carefully
- ✓ Follow Teacher Calls

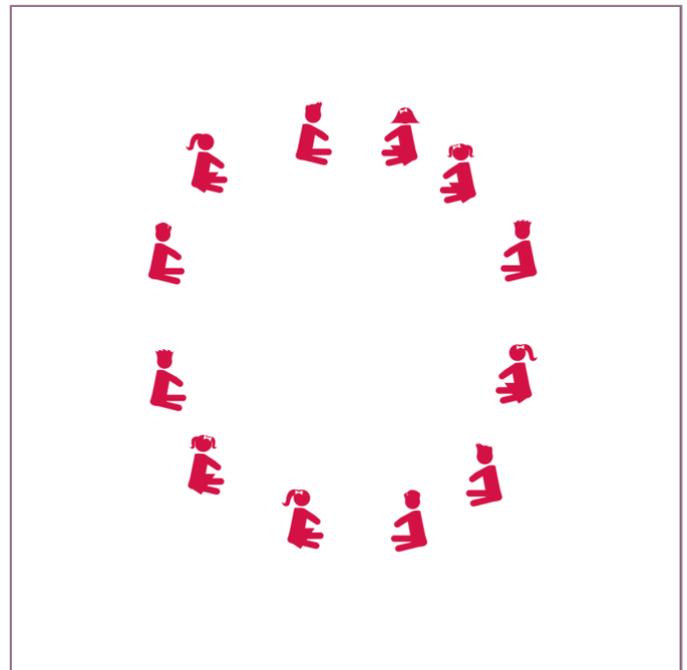
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song “Cotton Eyed Joe” (Available on [iTunes](#))

Set-Up:

1. Students sit in a circle or a tight scattered formation facing the teacher



Activity Procedures:

1. Today we’re going to do a dance called a Sitting Square Dance!
2. When the music starts, I will guide the class through a series of movements to the beat of the music. This is a call and response dance, and it will help us learn the basic structure of square dancing.
3. Teachers, use the Sitting Square Dance Activity Card to guide this activity

Grade Level Progression:

K: Have students perform the movements without music. Slowly introduce each set of movements as they master the previous sets.

1st: Perform the dance with short breaks between playing the music and stopping the music. Then, challenge the students to perform several sets of movements in a row without stopping.

2nd: Perform the dance with students standing up. Circle left and right to a count of 4 or 8.

SITTING SQUARE DANCE

UNIVERSAL DESIGN ADAPTATIONS

- ✓ The teacher performs a movement to count of 1-2-3-4 and the students repeat that movement to the count of 5-6-7-8.
- ✓ Use short cue words with a demonstration, not long explanations.

ACADEMIC LANGUAGE

Beat, Count, Rhythm, Locomotor Skill, Non-Locomotor Skill, March, Personal Space, General Space, Song Cues, Direction

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✓ **Standard 1 [1.f,g]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g).
- ✓ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✓ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✓ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✓ **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✓ **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✓ **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How did this dance make you feel?
- ✓ **DOK 1:** Can you recall the different sets of movements that I asked you to do?
- ✓ **DOK 2:** What did you notice about the amount of time provided for each movement and the rhythm of the song?
- ✓ **DOK 3:** What would happen if I stopped calling out the movements? How would everyone know what movements to do next?

TEACHING STRATEGY FOCUS

Organize activity in a variety of settings: This another great call and response dance. Allowing the students to sit during the dance can be a great transition dance in a variety of settings. This dance lays a great foundation for partner dances and for more complex square dances taught in later grades. Remember: square dances are fun and social. Enjoy it with them and feel free to make up your own movements or ask them for suggestions.

KINDERPOLKA

STUDENT TARGETS

- ✓ **Skill:** I will perform dance movements to the rhythm and tempo of the music.
- ✓ **Cognitive:** I will discuss how I could dance without music.
- ✓ **Fitness:** I will actively engage in supercharged dance moves when prompted by the teachers.
- ✓ **Personal & Social Responsibility:** I will safely share space with my partner.

TEACHING CUES

- ✓ Follow Teacher and Song Cues
- ✓ Find the Beat
- ✓ Say the Movements to the Rhythm

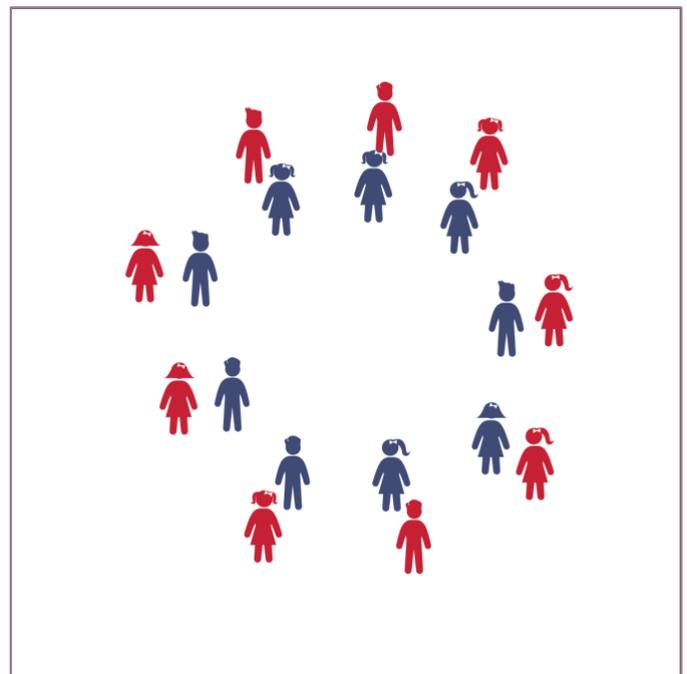
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song “Kinderpolka” (Available on [iTunes](#))

Set-Up:

1. Students in pairs.
2. Pairs face each other in 2 large circles (inner and outer).



Activity Procedures:

1. Today we are going to learn a dance that was created in Germany called Kinderpolka. This is a fun partner dance that mimics adults waving their fingers and saying, “No No No,” to a child when the child keeps asking for something, even after the parent has already said no.
2. During the song, follow my cues and listen to the music.
3. This song has a slow tempo and clear beat. Listen to the beat of the song as we perform the movements to the rhythm of my count.
4. Teachers, use the Kinderpolka Activity Card to guide the dance. Start by teaching the students each part of the dance without the music. When they have learned the movements, have them try the dance with the music.
5. Repeat dance and enjoy. After learning the Kinderpolka, try the Supercharged version!

Grade Level Progression:

- K:** First learn the dance without partners, in a large circle. After they learn the dance, have students dance with a partner.
- 1st:** Perform the dance as written. Try the Supercharge movements if the class has learned the dance and is ready for a challenge.
- 2nd:** Perform the dance 1 time through as written, and then perform the dance again with the Supercharge movements.



KINDERPOLKA

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Perform the dance while holding a scarf instead of holding hands.
- ✔ Perform the dance 1 movement at a time with a partner and slowly transition from 1 part of the dance to the other as the students master each movement.

ACADEMIC
LANGUAGE

Beat, Count, Rhythm, Locomotor Skill, Non-Locomotor Skill, March, Personal Space, General Space, Song Cues, Direction, Culture

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✔ **Standard 1 [1.f,g]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g).
- ✔ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How did this dance make you feel?
- ✔ **DOK 1:** Do you remember where this dance was created?
- ✔ **DOK 2:** What movements did we use in this dance that we used in other dances?
- ✔ **DOK 2:** What is the difference between the regular moves and the supercharged movements?
- ✔ **DOK 3:** What would happen if the music stopped playing? How would you know what to do next?

TEACHING
STRATEGY
FOCUS

Discuss culture and diversity: “Kinder” is a German word for “young” or “child,” and “polka” is a type of dance. This is a cultural dance that provides a great opportunity to show your students where Germany is on a map. Discuss how and why this dance was created and when it might be performed in Germany.

MEXICAN HAT DANCE

STUDENT TARGETS

- ✓ **Skill:** I will use locomotor and non-locomotor movements to the rhythm and tempo of the music.
- ✓ **Cognitive:** I will talk about how vigorous movement affects my heart rate.
- ✓ **Fitness:** I will stay actively engaged in order to increase my heart rate.
- ✓ **Personal & Social Responsibility:** I will safely share space with my partner.

TEACHING CUES

- ✓ Follow Song Cues and Teacher Movements

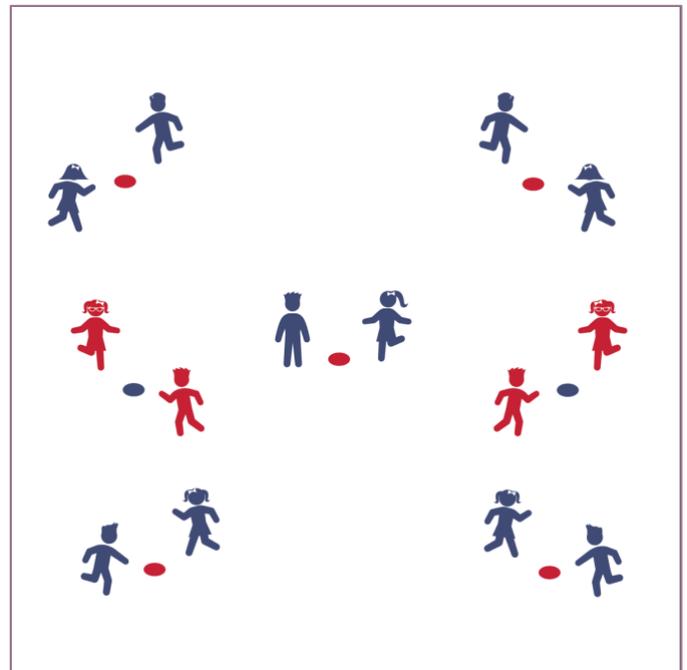
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song “The Mexican Hat Dance” (Available on [iTunes](#))
- ✓ Optional: 1 hula hoop or spot marker for every 2 students

Set-Up:

1. Students in pairs.
2. Partners stand opposite each other by a hula hoop or spot marker.



Activity Procedures:

1. Today’s activity is called The Mexican Hat Dance
2. The object of the activity is to work with a partner to perform a fun 2-part dance!
3. Teachers, first introduce each movement without music and then with music as students master the dance.
4. Use The Mexican Hat Dance Activity Card to guide this dance.

Grade Level Progression:

K: Perform this dance in a large circle.

1st: Students perform this dance around a hula hoop. They touch their heels inside the hula hoop for part 1 and skip around the hula hoop for part 2. Try the Supercharged movements if the class has learned the dance and is ready for a challenge.

2nd: Students perform the dance with hula hoop between them and then dance again with the Supercharged movements.

MEXICAN HAT DANCE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Perform the dance with less vigorous movements and without music.
- ✔ Perform to this song with rhythm sticks while sitting down. For part 1, tap the ground with both sticks and then tap the sticks together twice instead of claps. For part 2, alternate tapping to the beat with the stick in your right hand and then your left.
- ✔ To add a challenge, perform this dance with a basketball. For part 1, bounce the ball instead of performing each heel tap and use the 2 claps as a rest. For part 2, dribble around the room or pivot all the way around (360 degrees) left and then all the way around 360 degrees to the right. Remember to stay on beat with the rhythm of the song.

ACADEMIC
LANGUAGE

Beat, Rhythm, Locomotor Skill, Non-Locomotor Skill, Stationary, Personal Space, General Space, Song Cues, Culture, Vigorous

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✔ **Standard 1 [1.f]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f).
- ✔ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How did this dance make you feel?
- ✔ **DOK 1:** What were the 2 movement patterns we performed today during the Mexican Hat Dance?
- ✔ **DOK 1:** What locomotor skills did we use during this dance?
- ✔ **DOK 2:** If you could modify this dance to using 2 different sets of movement patterns, what would they be? Why?
- ✔ **DOK 2:** How did the supercharge movements make our dance more vigorous?
- ✔ **DOK 3:** What did dancing more vigorously do to our heart rates and why?

TEACHING
STRATEGY
FOCUS

Discuss culture and diversity: This is another cultural dance, which provides the opportunity to talk about another country and cultural traditions. Discuss the role of dance in culture and how powerful it is to learn about how other people live and dance.

GOLDFISH DANCE

STUDENT TARGETS

- ✓ **Skill:** I will perform movements to the rhythm and tempo of the music.
- ✓ **Cognitive:** I will identify healthy behaviors.
- ✓ **Fitness:** I will stay actively engaged in this dance.
- ✓ **Personal & Social Responsibility:** I will follow directions without teacher reminders.

TEACHING CUES

- ✓ Follow Song Cues and Teacher Movements

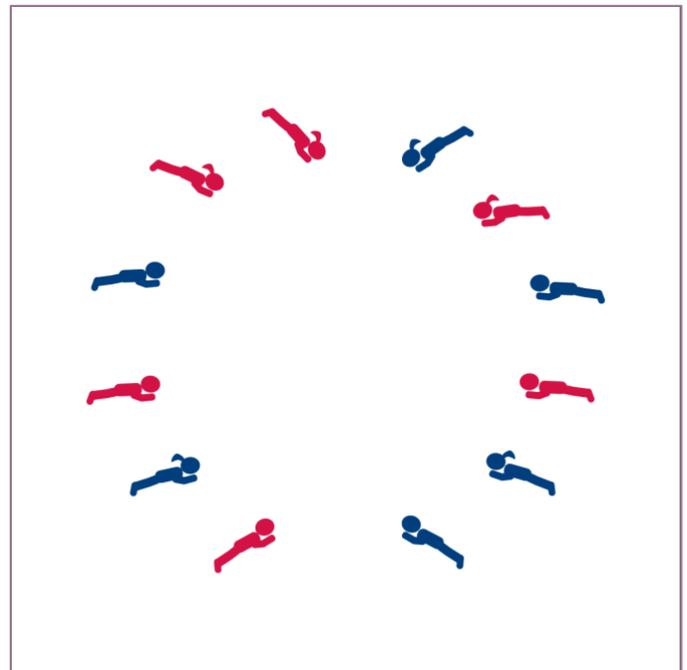
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song “The Goldfish Song” by Laurie Berkner (Available on [iTunes](#))

Set-Up:

1. Start activity in a circle with students laying down on their stomachs.
2. The dance can also be performed on personal spot markers.



Activity Procedures:

1. Today’s activity is called The Goldfish Dance. The object of the activity is to learn about some healthy habits that humans and goldfish like to do everyday. During this song we’ll pretend we are goldfish!
2. When the music starts, follow my movements and the musical cues from the song. We’ll perform movements that goldfish and people do.
3. Whenever the song asks us to come back to our rock, return to your spot in the circle (or personal spots) and lay down.
4. Be sure you are moving safely when you are in personal space (when pretending to sleep), when you are moving in the circle, and when you move around in general space.
5. Teachers, use The Goldfish Song Activity Card to guide the activity.

Grade Level Progression:

K: Students stay on the circle when performing the dance. When they “go swimming,” students lie on their bellies and move their arms and legs as if they are swimming.

1st: Follow the movements and musical cues as written.

2nd: Encourage the students to think of other healthy habits that people do. Perform healthy habits as fish and create a lyrical stanza and movements for each habit. Sing and perform this together as class.



GOLDFISH DANCE

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ Perform the dance in seated position and with upper body movements.
- ✔ Emphasize divergent ideas to eliminate fear of doing a movement incorrectly.

ACADEMIC
LANGUAGE

Beat, Rhythm, Locomotor Skill, Non-Locomotor Skill, Stationary, Personal Space, General Space, Song Cues, Stroke (Swimming)

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 (E5.K-2) Standard 1 [K.e]** Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and non-locomotor rhythmic patterns (e).
- ✔ **Standard 1 [1.f,g]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g).
- ✔ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- ✔ **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✔ **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- ✔ **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** How did this dance make you feel?
- ✔ **DOK 1:** What healthy activities did we pretend to do in this dance?
- ✔ **DOK 2:** Why are these activities good to do every day?
- ✔ **DOK 1:** What cues did we follow in this song?
- ✔ **DOK 2:** How did we know what to do and when?

TEACHING
STRATEGY
FOCUS

Have fun with academic integration: Once the students learn this dance, it is likely to be one of their favorites and can be used often as a warm-up/cool-down or transition. As an integrated lesson, this can easily be worked into conversations about ecosystems (e.g., where fish live, what else lives in a goldfish's ecosystem, etc.). As a dance, this activity provides the class an opportunity to move freely at different levels in general space. It also requires students to perform very basic choreography without realizing they are performing a dance. Have fun and use this dance to explore space while learning about healthy habits.

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [1.f,g]** Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Perform a teacher-led dance (g).
- ✓ **Standard 1 [2.c]** Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).
- ✓ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✓ **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- ✓ **Standard 4 [a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).

FOCUS TARGETS

- ✓ **Skill:** I will perform locomotor skills to the beat of the music.
- ✓ **Cognitive:** I will count and clap the beat of the song.
- ✓ **Fitness:** I will be actively engaged in this dance by moving to the beat of the song.
- ✓ **Personal & Social Responsibility:** I will follow directions and stay safely on task.

ACADEMIC LANGUAGE

- ✓ Beat
- ✓ Rhythm
- ✓ Tempo
- ✓ Dance

SELECTED ASSESSMENT

- ✓ Holistic Rubric and Self-Assessment

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>As students enter, bring them to the center circle and begin the Goldfish Dance. Introduce academic language and the criteria from the rubric.</p>	<p>→ Goldfish Dance →</p>	<p>DOK 1: How did this dance make you feel? DOK 1: What healthy activities did we pretend to do in this dance? DOK 2: Why are these activities good to do every day?</p>
<p>2 LEARNING TASK</p>	<p>Students move to personal floor spots and face the video screen. Show and follow along to the Pop See Ko video.</p>	<p>→ Pop See Ko →</p>	<p>DOK 1: How did this dance make you feel? DOK 2: Pick a specific movement within the dance. Describe why you think it made you feel the way it did. DOK 2: How did it make you feel to lead a dance move? Why do you think it made you feel that way?</p>
<p>3 LEARNING TASK</p>	<p>“How quickly can we return to our circle?” Count down from 10 as students move back to circle formation. Review the words beat, rhythm, and tempo before starting the Moving 8s activity.</p>	<p>→ Moving 8s →</p>	<p>DOK 1: What was the beat/rhythm we followed during our dance? Can you count it and clap it for me? DOK 2: What different movements did we perform to the beat of the music? What are some other movements can we perform?</p>
<p>4 EXIT ASSESSMENT</p>	<p>The Self-Assessment is posted on the whiteboard. Complete this assessment as a class, with the pre-assessment done for the class performance and a goal set for class improvement. Save this work for the next self-assessment and for reviewing progress throughout the module.</p>		

ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

*Caroline **actively engages** in physical education class because she wants to learn more dances.*



BEAT

(noun)

A regular, rhythmic sound or movement.

*Lucy marched to the **beat** of the music.*



CALL

(noun)

A specific instruction to be performed immediately within a dance.

*The students followed each **call** of the dance and performed the routine all together.*



COUNT

(noun)

The number/numbers associated with beats in a measure of music.

*Travis said the **count** of the song out loud to help him follow the beat of the music.*



CULTURE

(noun)

The behaviors, customs, arts and beliefs characteristic of a particular social, ethnic, or age group.

*We learned about the **culture** of other countries as we learned dances from around the world.*



DANCE

(verb)

To perform a series of movements that match the tempo and rhythm of a piece of music.

*Deedi loved **dance** and put moves together to her favorite songs.*



DIRECTION

(noun)

The course along which something moves.

*Caleb decided to change **direction** by stopping, turning, and going back to where he started.*



FOLLOWER

(noun)

The person who responds to the guidance signals from the leader.

*Betsy was a **follower** during the Hokey Pokey and Mr. Herwick was the dance leader.*



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

*In physical education class, we can share **general space** so that everyone can move safely within the activity boundaries.*



LEADER

(noun)

The person who guides and initiates transition in dance.

*Jeffery took a turn as the dance **leader** as he called out fun moves for everyone to follow.*



LOCOMOTOR SKILLS

(noun)

The basic ways to move your body through space.

*Dane's favorite **locomotor skill** is a skip, but Betsy prefers to run.*



LOWER BODY

(noun)

Body below the waist.

*Johnathan kept his **lower body** still as he performed the dance moves with his arms only.*



MARCH

(verb)

Walk in a regular measured tread.

*The class **marched** perfectly to the rhythm and tempo of the music.*



MOVEMENT

(noun)

An act of changing physical location or position.

*Skipping is a fun **movement** that helps you move from one side of the activity area to the other.*



NON-LOCOMOTOR SKILLS

(noun)

Movement that occur in the body parts or the whole body and do not cause the body to travel to another space.

*To demonstrate a simple **non-locomotor skill**,
Caitlin clapped to the rhythm of the music.*



PERSONAL SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

*It's important to respect everyone's **personal space** during dance activities so that we can all learn and safely move in the activity area.*



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

*I **respect** my classmates because they come to class and work hard to improve.*



RESPONSE

(noun)

A reply or reaction to something.

Quentin's **response** to Mrs. Brown's feedback was appropriate because he listened and focused on how improve his dance skills.



RESPONSIBILITY

(verb)

The state of having a duty or obligation.

*Completing the self-assessment was a **responsibility** that Jackson took very seriously.*



RHYTHM

(noun)

**A uniform pattern of sound
or movement.**

*Chris was skipping to the **rhythm** of
his favorite song.*



VIGOROUS

(adjective)

Done with great force and energy.

*The **vigorous** dance made the students' hearts beat fast.*



SELF-SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

*Sarah stayed in **self-space** during the Hokey Pokey so she could move her arms and legs without hitting one of her classmates.*



SONG CUES

(noun)

Word, sounds, or parts of a song that give a dancer a prompt to perform a specific movement.

*Joshua listened carefully to the **song cues** because he knew that when the song changed, it was time to change his movement.*



STATIONARY

(adjective)

Not moving.

*Kacie stood **stationary** as she waited for the dance to begin.*



TEMPO

(noun)

Pace. The speed at which a passage of music is or should be played.

*The **tempo** of the music was too fast and it was hard for the students to keep up with the dance moves.*



UPPER BODY

(noun)

Body above the waist.

*Vera kept her **upper body** still as she marched around the room.*



ACTIVITY CARDS

Pop See Ko

Conversation Sheet

Partner 1: Hey (name of person)!

Partner 2: Hey what?!

Partner 1: Are you ready?!

Partner 2: For what?!

Partner 1: To POP!

Partner 2: POP what?!

Partner 1: POP SEE KO!!!

Partner 2: My hands are high, my feet are low, and this is how I Pop See Ko!

Partner 2 makes up a dance and both partners (or group) sing: "Pop See Ko, Pop Pop See Ko, Pop See Ko, Pop Pop See Ko!"

ACTIVITY CARDS

Moving 8s

Upper Body Movements:

- ✓ Clap Hands Together
- ✓ Snap Fingers
- ✓ Head Nods
- ✓ Shoulder Shrugs
- ✓ Wave Arms Above Your Head
- ✓ Sway from Side to Side

Lower Body Movements:

- ✓ Stomp
- ✓ March
- ✓ Jump
- ✓ Hop
- ✓ Lift Alternating Knees
- ✓ High Knees
- ✓ Kick

Combination Movements:

- ✓ March, Moving Arms and Legs
- ✓ Clap your Hands and Stomp your Feet
- ✓ Jump Up and Down with Your Hands in the Air
- ✓ Stomp Your Feet and Wave Your Arms
- ✓ Lift Alternating Knees and Snap Your Fingers with the Same Hands

Pathways:

- ✓ Straight
- ✓ Curved
- ✓ Zigzagged

Directions:

- ✓ Forward
- ✓ Back
- ✓ Clockwise in a Circle
- ✓ Counterclockwise in a Circle
- ✓ Right
- ✓ Left

Levels:

- ✓ High
- ✓ Medium
- ✓ Low

ACTIVITY CARDS

Simple Little Dance

Music Cues	Student Response
"First clap your hands.."	Students clap 3 times.
"Then stomp your feet..."	Students stomp 3 times.
"Turn around..."	Students turn around 1 time.
"And touch your toes..."	Students bend and touch their toes.
"Pull your ears..."	Students pull their ears with their hands 3 times.
"And flap your arms..."	Students flap their arms 3 times.
"Stretch up high..."	Students stretch their arms high above.
"And all fall down..."	Students fall down to the floor (gently).
"Clap your hands, stomp your feet, turn around, touch your toes, pull your ears, flap your arms, stretch up high, and all fall down. It's a very simple dance to do!"	Students end the song by doing all eight cued movements (as directed by the song).

ACTIVITY CARDS

The Dancing Duke of York

Music Cues	Student Response
"There was a Duke of York, he had ten thousand men."	Students march in place in a slightly crouched position.
"He marched them up the hill..."	Students begin to march around the designated area, lifting their heads/bodies so they are fully erect.
"...and he march them down again."	Students march in a slightly crouched position again.
"And when you're up, you're up,"	Students quickly march in an erect position again.
"...and when you're down, you're down,"	Students quickly march in a fully crouched position.
"...and when you're only halfway up..."	Students march with their bodies halfway between erect and fully crouched.
"...you're neither up nor down!"	Students quickly move to the full erect position and then back down to the fully crouched position.

ACTIVITY CARDS

The Hokey Pokey

Music Cues	Student Response
Right/left [body part] in	Put right/left [body part] inside of the circle.
Right/left [body part] out	Put right/left [body part] outside of the circle.
Right/left [body part] in and shake it all about	Put right/left [body part] inside the circle and shake it for 3 counts (counts 5-6-7, to the rhythm of “shake it all about”).
Do the hokey pokey and turn yourself about	Raise your hands and index fingers by your head and move them side to side as you turn all the way around.
That’s what it’s all about	Clap your hands to the rhythm as you repeat, “That’s what it’s all about.”

Note: Most versions of the Hokey Pokey include these body parts: feet, hands, hips, shoulder, head, bottoms, and whole body.

ACTIVITY CARDS

The Birdie Dance

Music Cues	Response
Counts 1-4 (Cheep) "I don't want to be a chicken"	The teacher leads the students by shaping her/his hands into bird beaks and "cheeping" (opening and closing her/his fingers and thumbs) 4 times with the rhythm of the song.
Counts 5-8 (Flap) "I don't want to be a duck"	The teacher leads the students by shaping her/his arms into bird wings and flapping them 4 times with the rhythm of the song.
Counts 9-12 (Wiggle) "So I shake my rump"	The teacher leads the students by bringing her/his arms to the body with elbows bent at a 90-degree angle and then wiggling from side to side as the body is lowered (like "the twist").
Counts 13-16 (Clap)	The teacher leads the students by standing back up straight and clapping her/his hands 4 times to the rhythm of the song.
<i>This 16-count sequence is repeated 3 times.</i>	
Bridge (first 16 counts)	Students skip around the room, moving as a large circle to the right. They clap on the 16th count.
Bridge (second 16 counts)	Students turn to face the opposite direction (left) and skip around the room, moving in a large circle to the left.
<i>The entire routine repeats from the beginning.</i>	

Note: If the group is small enough, students can make a "hand star" (place their hands into the middle of a circle, one on top of the other) while they skip in a circle.

ACTIVITY CARDS

Sitting Square Dance

Teacher Says:	Student Response
“Everybody clap your hands...”	Students clap their hands to the rhythm of the music.
“Everybody tap your knees...”	Students tap their knees with their hands to the rhythm of the music.
“Make your shoulder go up and down...”	Students move their shoulders in an up and down motion to the rhythm of the music.
“Make your shoulder go forward – around and around...”	Students move their shoulders in a forward circular motion to the rhythm of the music.
“Now go backward – the other way back.”	Students move their shoulders in a backward circular motion to the rhythm of the music.
“Shake hands with a neighbor...”	Students shake a neighbor’s hand.
“Shake hands with another neighbor...”	Students shake another neighbor’s hand.
“All join hands and circle right...”	Students join hands with their neighbors and move their arms as if they were circling to the right.
“Now circle left, go the other way back.”	Students pretend to circle to the left.
“Go into the center with a whoop and a shout.”	Students raise their arms and pretend to move into the center and shout.
“Now come back out!”	Students lower their arms and pretend to move back out from the center.

Additional Movements

Swing your Lasso – Right Hand	Students raise their right hand in the air and pretend they are swinging a lasso above their heads in a circular motion.
Swing your Lasso – Left Hand	Students raise their left hand in the air and pretend they are swinging a lasso above their heads in a circular motion.
“Ride your horse.”	The students sit in a “v-sit” and move both their hands and feet up and down together like they are holding the reigns.

ACTIVITY CARDS

Kinderpolka Activity Card

German Polka Dance
Music by Denise Gagne & Carmen Bryant [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Slide and Stomp (1st Time)	Step and slide in (toward the center of the circle)	1-2
	Stomp feet L R L	3-&-4
	Step and slide out (away from the center of the circle)	5-6
	Stomp feet R L R	7-&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Pat Your Thighs	Pat your thighs 3 times with both hands	1-&-2
	Clap both hands with your partner	3-&-4
	Repeat	5-&-6-7-&-8
Wave your finger and turn around	Wave your finger at your partner with your R hand and say "Nya Nya Nya"	1-&-2
	Wave your finger at your partner with your L hand and say "Nya Nya Nya"	3-&-4
	Turn around once	5-6
	Join hands with your partner	7-8
SUPERCHARGE THE MOVES!		
Slide and Jump (1st Time)	Step and slide in (toward the center of the circle)	1-2
	Jump 3x	3-&-4
	Step and slide out (away from the center of the circle)	5-6
	Jump 3x	7-&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Pat Pat Pat Jumping Jack	Jumping Jacks (Arms up on 1 & Down on 2)	1-2
	Clap both hands with your partner: palm, back of your hand, palm	3-&-4
	Repeat	5-6-7-&-8
Wave your finger and join new partner	Wave your finger at your partner with your R hand and say, "You are awesome!"	1-&-2
	Wave your finger at your partner with your L hand and say, "You are awesome!"	3-&-4
	Pass your partner on your right shoulder side	5-6
	Join hands with your partner	7-8

ACTIVITY CARDS

The Mexican Hat Dance Activity Card

Mexican Cultural Dance
Music

Movement Name	Movement Description	Counts
Part 1: Heel Jumps	Jump and touch heels to the ground inside hoop or spot L R L	1-2-3
	Clap hands twice	&-4
	Jump and touch heels to the ground inside hoop or spot R L R	5-6-7
	Clap hands twice	&-8
	Repeat.	1-2-3-&-4-5-6-7-&-8
Part 2: Skips, Gallops, or Slides	Skip, gallop, or slide to the L	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Turn around and prepare to move in the other direction.	7-8
	Skip, gallop, or slide to the R	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Turn to face your partner and prepare for the next movement.	7-8
SUPERCHARGE THE MOVES!		
Part 1: Squat Up and Down	Squat Down, Stand Up, Squat Down	1-2-3
	Clap hands twice	&-4
	Stand Up, Squat Down, Stand Up	5-6-7
	Clap hands twice	&-8
	Repeat	1-2-3-&-4-5-6-7-&-8
Part 2: Plank and Crab Kicks	Hold a Plank	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Transition to a crab kick position	7-8
	Crab kicks (stomach flat and bottom up)	1-2-3-4-5-6-7-8 1-2-3-4-5-6
	Stand up, turn to face your partner, and prepare for the next movement.	7-8

ACTIVITY CARDS

The Goldfish Dance

Lyrics:	Movements:
“Lots of little fish were sleeping on a rock in the bottom of the ocean.”	Students pretend to sleep on their own individual spots or on the edge of 1 large circle
“They lifted up their heads, and they shook out their tails, and they said, let’s go swimming...”	Students pick up their heads and sit up. When the music cues them to go swimming, they move around the room and move their arms to pretend to swim
“But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap.”	Students return to their spot or circle, lay down, and pretend to sleep.
“And when they woke up, they were a little bit dirty, so they decided to take a shower. So they washed...”	Follow lyrics of the song to pretend to wash different body parts.
“And then they said, ‘Wait a minute, we’re fish, we don’t take showers!’”	Students put their hands on their hips and repeat the lyrics with the music.
Let’s go swimming...	Students pretend to swim around the room.
“But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap.”	Students return to their spot or circle, lay down, and pretend to sleep.
“And when they woke up, they decided to brush their teeth.	Students stand up, put out their finger like a tooth brush, and follow the lyrics, pretending to brush their teeth.
“And then they said, ‘Wait a minute, we’re fish, we don’t brush our teeth!’”	Students put their hands on their hips and repeat the lyrics with the music.
Let’s go swimming...	Students pretend to swim around the room.
“But then the little fish got so very, very tired that they came back to their rock. And they put down their heads, and they put down their tails, and they took a little nap.”	Students return to their spot or circle, lay down, and pretend to sleep.
“And when they woke up, they decided to ride their bicycles. So they rode.”	Follow lyrics of the song, pretending to ride a stationary bicycle on their spot or on the circle.
“Let’s go swimming...”	Students pretend to swim around the room.
(Music slows down, which is a prompt for them to come back and have a seat at their spot or on the circle.)	Students sit down; the song is finished.

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Draw faces in the circles to show how you feel about your dance skills. If this is your pre-assessment, draw another face in the “goal” column to show how you think you could feel about your skills after some practice and hard work.

Look at these faces to help you decide what to draw.



This is new. I wish I could do better, and so I will keep trying my best to improve.

I’m getting better. Practice is helping, and I will keep trying my best to improve.

I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Rhythm			
Locomotor Skills			
Change Direction / Levels			
Following Dance / Teacher Cues			
Safety			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs locomotor skills with correct response to rhythm and tempo. Consistently combines locomotor skills and can change levels and direction in response to teacher cues. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements and skills with occasional errors. Has demonstrated locomotor skill combinations and changes in direction and levels with acceptable control and balance. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills and movements with frequent errors. Has difficulty moving to a rhythm. Cannot change direction and/or levels while maintaining balance. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
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21.		
22.		
23.		
24.		

HOLISTIC DUAL PERFORMANCE RUBRIC

PRIMARY (K-2)

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs locomotor skills with correct response to rhythm and tempo. Consistently combines locomotor skills and can change levels and direction in response to teacher cues.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements and skills with occasional errors. Has demonstrated locomotor skill combinations and changes in direction and levels with acceptable control and balance.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills and movements with frequent errors. Has difficulty moving to a rhythm. Cannot change direction and/or levels while maintaining balance.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
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14.			
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16.			
17.			
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19.			
20.			
21.			
22.			
23.			
24.			

Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3			