

I Like to Move It

SOLs:

Physical Education

Skilled Movement

- 4.1 The student will refine movement skills and demonstrate the ability to combine them in increasingly complex movement activities.
 - b) Demonstrate moving to a rhythm (e.g., perform a variety of educational dances with different international and regional American formations; create educational dances with apparent beginning, middle, and end, combining shapes, levels, pathways, and locomotor patterns).
 - c) Perform smooth flowing sequences that combine four or more of the following movements: traveling, balancing, rolling, and other types of weight transfer.

Responsible Behaviors

- 4.4 The student will demonstrate positive interactions with others in cooperative and competitive physical activities.
 - a) Work productively and respectfully with others in achieving a common group goal.
 - b) Work toward positive solutions in resolving disagreements.
 - c) Demonstrate appropriate etiquette and application of rules and procedures.
 - d) Identify the contributions various cultures have made to sport, dance, and recreational pursuits.

Health

Body Systems

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
 - a) Identify the major structures and functions of the immune system.
- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.
 - a) Describe how the immune system defends the body against germs and disease.
- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.
 - a) Describe the effects of nutrition, personal hygiene, and sleep on the immune system.

Objectives/Goals

- I can identify the different parts of the immune system and their contributions to protecting and healing the body from infection.
- I can explain how proper nutrition, exercise, personal hygiene and rest contribute to a healthy immune system.
- I can evaluate my personal habits and identify areas of strength and weakness in supporting a healthy immune system.

Materials

- Video of Dance *I Like to Move It*, by Tammy Hanna - [LINK](#)
- Music of *I Like to Move It*, by wil.i.am from the movie *Madagascar*
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional
- Flipgrid - optional

Lesson Steps:

Step 1 Introduction & Connections to Health Content

- Provide discussion with students regarding the immune system, identifying the major parts (e.g. white blood cells, spleen, thymus, lymph nodes, lymphatic system, bone marrow, etc.)
- Explain the purpose of each part of the immune system and how good hygiene, nutrition, exercise and rest support proper function.
- Describe how germs cause infection and cause disease.

Step 2 Basic Steps

- Use the linked video to lead students in learning dance.

Step 3 Practice

- Allow students to follow the practice section of the video.

Step 4 Closure

- Review the immune system.
- Ask students to evaluate their immune system function. How can you stop the spread of germs? How can you best support your immune system with your habits?

Assessments

- Student performance, both formative and summative, can be measured using a rubric. The instructor may comprise their own rubric using a likert scale, the rubrics provided or rubrics in *PE Metrics*.
 - Pre - have students learn the dance with the instruction section of the video, then watch and video record students practicing.
 - Allow students to use the practice segment of the video as a warm-up or part of future lessons in your Nutrition unit.
 - After several practice sessions of the dance, record and post assess student performance
- Video recording is a valuable tool in assessment, especially when the class size is large and viewing all students at the same time is difficult. The instructor may review at their own pace, allowing for more accurate scoring.
- Creating a Flipgrid platform for students to submit performances is also another option. This is ideal for assessment when providing virtual or asynchronous instruction.
 - Create a free account with Flipgrid.com
 - Make an individual “Group” for each class. (This will help you to keep classes organized.)
 - Within the “Group” create a “Topic” for your Pre Test, and Create another “Topic” for your Post Test. Once you have created the instructions and details for one class you can use that as a template for all others to save time.
 - Application of Flipgrid can be used in class if computers are available (ex. a center or station activity), virtually or as homework asynchronously.
- Peer assessment is also another option. This can be done in student pairs with attention to specific criteria.
 - Each student has a paper that a partner completes on their performance of the dance. Partners take turns in watching the each other and complete the *Dance Peer Assessment* form
- Self assessment at the end of practice is also an option for quick feedback of student competency and affect.
 - Each student uses the *Dance Personal Assessment* form to reflect on their own performance of the dance.

Accommodations & Extensions

- During initial instruction, have students face only forward and mirror the video.
 - For novice or unconfident movers, continue to perform the dance phrase only facing forward (do not make the quarter turn counterclockwise to face a new wall).

- When students are more confident, add the quarter turn counterclockwise to face a new wall each time.
- Place confident “leader” students on the perimeter of the dance space; right, left and behind the majority of the group. With this formation, when the dance turns to face a new direction skilled leaders will be in front to guide the group.
- Once competency is reached, the instructor may have students perform this dance at a special event (ex. PTO night, school performance, etc.).
- For student creativity and expression, have students give input on:
 - Class formation - design of dancer placement in the dance space. (ex. straight lines vertically, straight lines horizontally, staggering lines with windows, pyramid, circle, square, etc.)
 - Substitute one or two dance moves in the phrase, replace with other movements that the students choose. You can provide choices from existing moves they already know (ex. Fortnite, jazz, line dance, etc.) or they can make their own.

Resources/References

- Notation of the Dance
 - I Like to Move It!, Choreography by Tammy Hanna***
 - (Begin with singing – after six sets of 8 counts)
 - Stomp right foot forward, hip shake (counts 1-4)
 - Stomp left foot forward, hip shake (counts 5-8)
 - Step right rock forward, step back left rock back, step right rock back, step left rock forward (counts 1-4)
 - Right foot pivot turn to back, right foot pivot turn to front (counts 5-8)
 - Right foot lead walk forward three steps, left taps close (counts 1-4)
 - Left foot lead walk back three steps, right foot taps close (counts 5-8)
 - Right step side, left step close, right step side, left tap close (counts 1-4)
 - Left step side, right step close, left step side, right tap close with quarter turn left (counts 5-8)
 - Break – on “Somebody say Ho.” = Jump in place. “Back it up” = well, back it up. 😊
 - “Give me room” = spread out.
 - Return to sequence on “I like to move it,” Till end of song.
- *PE METRICS: Assessing Student Performance Using the National Standards & Grade Level Outcomes K-12 for Physical Education*, SHAPE America, Human Kinetics, ISBN: 9781492526667
- Peer Assessment - [LINK](#)
- Self Assessment - [LINK](#)



Virginia 2021 SOL Edition
Created by Tammy Hanna
Dance Gr4-MSD-14
Fourth Grade

- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- Flipgrid - <https://info.flipgrid.com/>
- Nemours Kids Health - <https://kidshealth.org/en/kids/center/htbw-main-page.html>