

Lesson Plan

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Title:	Teaching rhythms through sport themes
Grade Level(s):	4 th – 6 th
Date/Duration:	March 13, 2012 50 minutes
Lesson Focus:	Modifying sport movements into rhythms/dance
Essential Questions:	What changes can be made to a sport movement so it looks different from when it is performed in a game?
Concepts (Key Knowledge):	Use of Movement Concepts: Relationships, Effort & Space Awareness to change the Movement themes: speed, direction, level, facing, range of motion, and the quality of the movement.
Competencies (Key Skills):	Stretching, bending, turning, rolling, swinging, kicking, catching, throwing, leaping, Schottische, grapevine
NASPE Standards #	1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Objectives:

<p>Lesson Objective #1. The student will be able to correctly perform the following warm-up movements:</p> <p>*Assessment – see rubric</p>	<ul style="list-style-type: none"> a. Grapevine step up and down the court b. 3 steps and one hop (Schottische) down the court c. Axial arm swings in frontal, sagittal, and transverse planes in a 6 count (do right & left handed independently) d. Full arm circles parallel to sagittal plane, forward and backward, in a 4 count, (from swimming crawl or backstroke) e. Hamstring stretch, seated position (one leg straight, other flexed to side and backward)
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<p>Lesson Objective #2. The student will be able to perform the following sport movements in unison, and synchronized to the music/ rhythmic pattern:</p> <p>*Assessment – see rubric</p>	<p>a. Throwing movement in slow motion b. 2-handed Rowing motion and “stroke” cue c. Over the shoulder 2 handed catching motion d. Underhand Pitch e. Soccer thigh trap f. Arm signals with 3 point turn</p>
<p>Essential Questions revisited:</p>	<p>How were sport movements changed to create a dance? [slower; with extensions; exaggerations; holds]</p> <p>Can you demonstrate one way to change motion from your own sport experiences? [demonstrations will vary, but include above descriptors]</p>

Methods

<p>Anticipatory Set: Minutes 0-1</p>	<p><i>*Have music that will be used in the dance, playing when the students enter the gym.</i></p> <p><i>*Have pictures or posters of athletes in motion, on the walls.</i></p> <p>Question: Who can show me a sport movement from your favorite sport (ex: throwing, catching...)?</p> <p>Have you ever seen this movement replayed on TV in slow motion?</p> <p>Slowing a movement down is a modification.</p> <p>Can anyone think of another way to modify the movement, so it looks different?</p>
<p>Key Vocabulary: *Might have on posters on wall or projected on wall with LCD.</p>	<p>Rowing, hurdle stretch, cycling, hip roll, backstroke, crawl, throw, catch, kick, trap, 3 point turn, Grapevine, Schottische.</p>
<p>Introduce and Model New Knowledge: ** Minutes 1 - 6</p>	<p>Demonstrate how to change spatial, timing, and force of a movement so it looks different from the actual movement in a game.</p> <p>1. The Grapevine step, as used in the Hora folk dance and the Waltz weave-step, can be seen in basketball, soccer, and football practice drills. (demonstrate and ask them to perform several repetitions.)</p> <p>2. 3-steps and a hop, (the basic Schottische step) is actually used in a basketball layup. (demonstrate and perform with group)</p> <p>3. The Waltz rhythm is used in the golf swing, the tennis forehand, and the bowling delivery (clap rhythm with group participation). Then model and ask students to join in.</p>

Provide Independent Practice:

Allow the students to practice the parts of the dance without you counting or leading them. They can work in small groups which can later be used in a performance.

Assessment

Assessment &

Closure/ Check for Understanding:

*Minutes 45-50 in presentation.

Assessment:

Allow time for each group to perform the dance while the others watch. You can also teach good audience skills and that clapping at the end of a performance is a way to say thank you for performing.

Use rubric for formal assessment while each group performs.

Closure questions:

What were some ways we modified sport movements today?

Can you think of other movements you could modify?

Was this an enjoyable activity for you? [Thumbs up for fun; down for not so much fun.]

Why was it fun/not fun for you?

Formative/Ongoing Assessment: During the warm-up routine the student will be able to rhythmically and correctly demonstrate each of the following tasks:

Assessment = teacher observation with a rubric.

Objective #1a: the grapevine step in right and left directions

Objective #1b: the Schottische step characterized by 3 steps and a hop

Objective #1c: the axial arm swing in the frontal, sagittal, and transverse planes with both the right and left hand

Objective #1d: the full arm circles parallel to the sagittal plan, forward and backward in a 4 count even beat (crawl or backstroke)

Objective #1e:

Formative/Ongoing Assessment: During the practicing and final execution of the movement combination (the dance) the student will be able to rhythmically and correctly demonstrate each of the following tasks:

Assessment = teacher observation with a rubric.

Objective #2a: Throwing movement in slow motion

Objective #2b: saying “stroke” at the proper time with the rowing movement

Objective #2c: a high over the shoulder catching motion

Objective #2d: a soccer thigh trap that look like the mature movement

Objective #2e: a 3-point turn to the right and to the left with the correct hand signals

Objective #2f: all members of the group performing the same movement at the same time (unison), synchronized with the music

Summative/End Of Lesson Assessment:

The students will not be graded on their performance, only that they *did* perform with a group.

It is suggested that the students be graded later, after they choreograph and perform their own dance.

The grading criteria will likely be on their use of a prescribed number of elements in their dance. (changes in direction, facing, level, distance, range, plane, timing, force, and changes in qualities: abrupt, sustained, suspended, percussive, vibratory, and ballistic).

Materials/Equipment

Music, CD or i-Pod Player, large space, sport posters

Music: "I Can Do Anything Better Than You Can" by Wolfert & Linzer (1982)

**Choreography by Nelson Neal

*<http://www.pdesas.org/>

** scaffolding and adaptations for diverse learners should be anticipated and integrated throughout the lesson plan

Example: Students with mobility impairments might not move from floor to stand, or might perform entire dance from chair.