**PHYSICAL EDUCATION**

**BLOCK PLAN**

**GRADE LEVEL: 7th & 8th Grade**

**TOPIC: Dance**

**Standard 1: Motor Skills and Movement Patterns- Demonstrates competency in a variety of motor skills and movement patterns.**

**Standard 4: Cooperative skills and positive behavior- Utilizes cooperative skills, safety practices, positive behavior and communication that values respect for self and others.**

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| Lesson #1 | |
| Lesson Title: | Introduction |
| Physical Education Skill(s): | Dance and Rhythms |
| Outcomes: | Demonstrates movement patterns in dance, gymnastics, or fitness( e.g., yoga, Zumba). |
| Content: | * rhythm, beat, tempo * basic dance movements * dance patterns * 8 count |
| Strategies/Activities: | Stomping / Clapping to the Beat  Mirror Teacher / Video for Basic Movements (This or That Activity)  Learn Basic Dance (Broken into 8 Counts)  Perform Dance as a Class or Group |
| Diagnostic Assessment  Formative Assessments: | Perform Dance as a class or a group  Dance Self Evaluation |

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| Lesson #2 | |
| Lesson Title: | Number Dance |
| Physical Education Skill(s): | Dance and Rhythms |
| Outcomes: | Performs a simple dance sequence. (e.g. three or more movements/ actions performed sequentially).  Cooperates with small groups of classmates during physical activities. |
| Content: | * basic dance movements * dance patterns * 8 count |
| Strategies/Activities: | This or That Dance Activity - Warm Up  Review Basic Dance from Previous Class  Number Dance (I do, We do, You do) |
| Formative Assessments: | Peers guess the number of the dance movement that is being performed by the learner. |

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| Lesson #3 | |
| Lesson Title: | Create Your Own |
| Physical Education Skill(s): | Dance and Rhythms |
| Outcomes: | Demonstrates a routine that includes a variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.  Cooperates with small groups of classmates during physical activities. |
| Content: | * process component (repeating patterns) * spacial component (direction, level, pathway-how you move) * rhythmic component (responding to the beat) |
| Strategies/Activities: | Freeze Dance- Warm Up  Review movements from Number Dance  Have students with a partner or group create a “Tik Tok” style dance using dance movements from class or other dance movements that they are comfortable preforming. Groups will select at least 4 different dance movements to create a dance that is at least two 8 counts in length. Music is optional. |
| Formative Assessments: | Group uses checklist to determine if all elements are in dance sequence. |

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| Lesson #4 | |
| Lesson Title: | Practice / Record |
| Physical Education Skill(s): | Dance and Rhythms  Cooperative skills and positive behavior |
| Outcomes: | Demonstrates a routine that includes a variety of movement patterns in dance, gymnastics or fitness (e.g., yoga, Zumba) with a partner or small group.  Offers positive suggestions or constructive feedback to facilitate group progress.  Improves self-performance through corrective feedback. |
| Content: | * process component (repeating patterns) * spatial component (direction, level, pathway-how you move) * rhythmic component (responding to the beat) |
| Strategies/Activities: | Students will practice their group dance and record the dance using FlipGrid. Prior to recording, each group will have two other groups watch their performance and provide feedback. Groups will use this feedback to improve the overall quality of their performance prior to recording their group’s dance routine. |
| Formative Assessments: | Peer Group Check- using performance rubric and provides feedback |

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| Lesson #5 | |
| Lesson Title: | Perform / View |
| Physical Education Skill(s): | Dance and Rhythms  Cooperative skills and positive behavior |
| Outcomes: | Performs a basic folk/square/line-dance sequences to music.  Demonstrates cooperation with peers of different gender, race and ability.  Provides corrective feedback to a peer (e.g. using teacher-generated guidelines, and incorporating appropriate tone and other acceptable communication skills). |
| Content: | * process component (repeating patterns) * spatial component (direction, level, pathway-how you move) * rhythmic component (responding to the beat) |
| Strategies/Activities: | Peers will evaluate the others performance using a single point rubric and share feedback with group.  ie: Criteria- One area for improvement; One area that is exceptional |

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| Summative Assessment | |
| Lesson Title: | Dance & Rhythm Performance |
| Rubric: | Rubric for Performance of Dance & Rhythm (Mally, 2017) |
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| Student Self-Evaluation | Dance Self Evaluation |

\*Number of blocks indicate number of lessons schools may add or reduce the number of blocks used per unit.

\*Diagnostic Assessment should be included in the first lesson. Additional Diagnostic Assessments may be added to further lessons as necessary for physical education.

\*Summative assessment will be the final block provided for the unit. Each summative assessment must include a rubric.