

**EDPE 3100 Physical and Health Education.  
Lesson Plan – Marking Rubric. /50**

Lesson Title: We Got the Beat      Lesson #: 1      Date: October 7, 2021

Name: Jenna Churchill    Subject: Physical and Health Education    Grade: 3

Facility/Location: Outside (field or tennis court)

**(2) Main Concept/Skill & Rationale:**

This lesson is important as it introduces students the importance of rhythm and beat as it focuses on counting beats in music. It encourages the students to express themselves through movement and dance while exploring the idea of choreography.

**(6) Core Competencies: (Choose 2 - paraphrase the competencies to relate specifically to the main skill/concept of the lesson)**

(found at <https://curriculum.gov.bc.ca/competencies>)

<b>Communication</b>	<b>Thinking</b>	<b>Personal &amp; Social</b>
-Connecting and engaging through working with classmates to come up with 8 counts of choreography as well as engage in the choreography being taught	-Creating and innovating through movement and dance -Designing and developing by coming up with choreography that must match the beat and tempo of a piece of music	-Identifying personal strengths and abilities by working with peers and recognizing what they can contribute

**(4) Big Ideas: (found at**

[https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en\\_phe\\_k-10\\_big\\_ideas.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/curriculum/continuous-views/en_phe_k-10_big_ideas.pdf))

Students moving their bodies each day at gentle to greater intensity levels will improve the overall health of their bodies and minds. Understanding movement, specifically in this case, dance, and rhythm, will introduce another activity students will be able to take part in.

**(4) Learning Standards: (found under each grade)**

<b>Curricular Competencies (DO)</b>	<b>Content (KNOW)</b>
- Apply movement skills through dance while experimenting with choreography and rhythm -Demonstrate different ways of moving their body -Dance is a physical activity students can partake in every day which can range from gentle to intense movement	-Rhythmic activity, such as dance -Non-locomotor and locomotor movements through different dance choreography

**(4) Instructional Objectives & Assessment (determine 2-4)**

<b>Instructional Objectives (Students Will Be Able To SWBAT)</b>	<b>Assessment</b>
<ul style="list-style-type: none"><li>-Students will be able to follow along with 16 counts of choreography presented by the teacher</li><li>-Choreograph 8 counts of dancing with their group</li><li>-Choreography must match the beat and tempo of the music</li></ul>	<ul style="list-style-type: none"><li>-Student demonstrates a general understand of how counting works in dance</li><li>-Student is actively participating during the class demonstration and with their group to come up with 8 counts of choreography</li><li>-Student is on their feet and moving</li></ul>

**(2) Prerequisite Concepts and Skills:**

Students should be able to understand the basic principles of dance, that it is a set of specific movements that happen on a specific beat. Students should be able to work well with classmates and contribute ideas.

**(4) Indigenous Connections/First Peoples Principles of Learning (FPPL):**

(Identify one principle that applies to your lesson AND explain how it applies)

<https://firstpeoplesprinciplesoflearning.wordpress.com>

“Learning involves patience and time.” Understanding and demonstrating rhythm and beat can be very tricky for some. It takes a long time, even for dancers to fully grasp it. Students should not be too hard on themselves if they do not get it right away. It is also important for students who do catch on right away to be patient with their classmates who need some extra time and help with understanding or demonstrating rhythm and movement.

**(4) Universal Design and Learning (UDL) & Differentiate Instruction (DI):**

Differently abled students should try what they can in their groups. If they are not able to do the choreography using their whole body, they can demonstrate using just one part of their body. Ex: toe taps, head bob, clapping.

**(3) Materials/Equipment & Resources**

Music (sound system, speaker, auxiliary cable for phone), colored pinnies to make groups

**(3) Organizational Strategies:**

- Teacher will give a demo at the beginning of very simple choreography and run through it multiple times so students understand
- Using colored pinnies that will be randomly given to students to determine which group they will be in so no one feels left out.
- Allowing students to work on this in a group so they can collaborate and share ideas

- Make sure that the expectations are very clear before sending students off to their groups, remind students that it is important for everyone to participate and to include each others ideas
- Teacher will circulate throughout the groups as they work together and provide ideas to get them going if they are stuck
- Make spatial boundaries clear and tell students they must stay in a certain area

**(3) Proactive, Positive Classroom Learning Environment Strategies:**

- Make this lesson positive for students by allowing them to be free and creative with their movements
- Encourage the students by reassuring them that staying on beat can be difficult and it is okay if they do not get it right away, as long as they try their best
- Using a popular and fun song with a very clear, easy beat will help the students stay on beat and make choreographing easier
- While circulating, watch for students who are struggling more and give them extra support

**(3) Extensions:**

This lesson could be extended by having the students choose their own music with their groups and they could meet for 10-15 minutes at the beginning or end of each class for a few weeks. At the end of the unit you could do a “show and shine” day where each group must perform the number they created and each number must be **at least** four counts of eight.

**After Class Reflections: (Give an example of what you think your reflections could be – this is included so that after your classes you remember to do reflection memos as soon as possible after your lessons!)**

**The students may need more time to work in their groups to figure out the 8 counts they would like to add. Students enjoyed the upbeat music and getting to work with each other.**

**(8) Lesson Activities:**

<b>Time (mins)</b>	<b>Lesson Content List and describe activities in point form</b>	<b>Key Teaching Points Identify key skill / instructional points or required teaching steps / progressions</b>
1 minute	<p><b>Opening and Warm-up</b></p> <p>-Play a song and tell the students they can move freely however they would like to get warmed up</p>	<p><b>Key Teaching Points</b></p> <p>-Get the students moving around and warmed up</p>

		-Make sure the music is fun and upbeat to get the students excited to dance
5 mins	<p align="center"><b>Skill Exploration and Development</b></p> <ul style="list-style-type: none"> <li>-Turn off the music and use attention grabbing technique (e.g.: “Heyo!” *students yell “heyo!” back*)</li> <li>-Ask students to spread out and find their own movement space</li> <li>-Ask students to take a seat and listen to teacher</li> <li>-Ask students if they know what counts are in dance, call on students who raise their hands</li> </ul>	<p align="center"><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>-Using teaching voice that is loud and clear for students to hear</li> </ul>
10 mins	<ul style="list-style-type: none"> <li>- Explain how counts work and provide a demonstration using clapping and snapping, demonstrate first without a song, and then with a song</li> <li>-Tell students they will be learning 16 counts of choreography with the class and then will be put in groups to come up with the next 8 counts</li> <li>-Ask everyone to stand and spread out</li> <li>-Begin showing the students the choreography, demonstrate 3 or 4 times, then ask students to do it with you, then demo twice with music, ask students to join with music</li> <li>-Ask students if they have it, if not, run through a few more times</li> <li>-Once they have it tell them to line up to get grab a pinnie</li> <li>-hand out pinnies to students and tell them to find their colors and start working on their 8 counts</li> </ul>	<ul style="list-style-type: none"> <li>-Monitoring which students have a pre-understanding</li> <li>-Have a clear understanding for counts and ability to stay on beat</li> <li>-Encourage students to be creative and work as a team</li> <li>-Keep the 16 counts of choreography very basic so students of all levels can catch on</li> <li>-Try to keep this as random as possible</li> </ul>
10mins	<p align="center"><b>Practice and Application</b></p> <ul style="list-style-type: none"> <li>-Students will start working with their groups practicing the original choreography and the 8 counts they come up with</li> </ul>	<p align="center"><b>Key Teaching Points</b></p> <ul style="list-style-type: none"> <li>-Visit all the groups to assess how the students are doing and if any groups need extra help</li> <li>-Make sure students are staying on task and participating</li> </ul>
	<p align="center"><b>Closure and Cool Down</b></p>	<p align="center"><b>Key Teaching Points</b></p>

5 mins	<ul style="list-style-type: none"> <li>-Class callout "Heyo!" tell students that you will start visiting groups to watch them perform the combination they came up with as an exit ticket</li> <li>-Visit each group</li> <li>-Once all groups have gone, class is dismissed</li> </ul>	<ul style="list-style-type: none"> <li>-Be excited and encouraging as the groups perform as they will probably be nervous</li> <li>-Make sure you give all of the groups enough time</li> </ul>
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**Instructional Formation(s) for Skills / Activities**  
**Provide diagrams to illustrate two of your lesson activities**

16 counts of choreo:



Spin to the right for 4 counts



Spin to the left for 4 counts



Arms swing over head for 4 counts



Point right, then point left for 4 counts