Theme: Rhythmic Activities (1-6)

Theme: Rhythmic Activities (1-6)

Grade 1

IN MOVEMENT

1. Perform locomotor skills to music. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify examples of rhythm in surroundings. (GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Grade 2

IN MOVEMENT

1. Perform locomotor skills to music. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of the relationship of rhythm to performance. (GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Grade 3

IN MOVEMENT

1. Perform locomotor skills to music. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of the relationship of rhythm to performance. (GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Theme: Rhythmic Activities (1-6)

Grade 4

IN MOVEMENT

1. Perform locomotor skills to music in patterns and routines.
   (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify the effects of rhythm on movement and on the body. (GCO 3, KSCO 1, 2)
3. Devise rhythmic routines for groups. (GCO 2, KSCO 1, 2, 3)

THROUGH MOVEMENT

4. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Grade 5

IN MOVEMENT

1. Perform locomotor skills to music in patterns and routines.
   (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify the effects of rhythm on movement and on the body. (GCO 3, KSCO 1, 2)
3. Identify challenges of performing routines in a large group. (GCO 2, KSCO 2, 3, 4)

THROUGH MOVEMENT

4. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Grade 6

IN MOVEMENT

1. Perform locomotor skills to music in patterns and routines.
   (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify the effects of rhythm on movement and on the body. (GCO 3, KSCO 1, 2)
3. Propose strategies to challenges of performing routines in a large group.
   (GCO 2, KSCO 2, 3, 4)

THROUGH MOVEMENT

4. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Grade 1

Theme: Rhythmic Activities (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform locomotor skills to music. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify examples of rhythm in surroundings. (GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Sample Learning and Teaching Strategies

Explore performance of previously learned locomotor skills to rhythm and music. Skills include: walking, running, hopping, skipping, galloping and sliding to music; moving to music with a partner or in a group, with others in a circle and in a square.

Activities:

Explore the kinds of movement which can be done to music when large groups are formed in circles and squares.

Act out stories to music or interpret a piece of music through movement. The teacher can guide the class with cues, such as “How would a bunny move to this music?”, or “Show me how you would move to this music in snowshoes”.

Work together to create movement sequences to a piece of music and present to the class.

Discuss the occurrence of rhythm in the world around us. Give one or two examples and ask students to identify and perform others for the class to identify. This should be integrated into classes where students are performing movements depicting those of animals or objects.

Discuss the effects of washing hands regularly and maintaining good overall hygiene. Point out that most people feel most comfortable being partners with people who maintain good personal hygiene.

Theme: Rhythmic Activities (1-6)

Student Assessment

Teacher Observation: Observe the extent to which students fit their movement to rhythms, music, and lyrics.

Prepare a demonstration of the movement of an animal or anything which moves and perform it for the class. Class members attempt to identify what animal's or object's movement is being depicted. Observe the accuracy of the identifications and ask the class to reproduce the movements they saw. Observe for evidence that students can reproduce movement sequences.

Student Performance: Create a movement sequence to music using combinations of previously learned locomotor skills.

Reproduce a series of non-locomotor movement rhythms, such as three claps, two-foot stamps, and one knee slap, created by a leader. Give each student the opportunity to lead and watch for evidence that they can both create rhythms and follow rhythms that are created by others.

Self-Evaluation/Reflection: Look at video tape of class performance and identify: one time I moved safely; and one thing I noticed about myself.

Peer Evaluation: Video tape the class doing an activity which requires movement to music or rhythm with partners and within a large group. View the tape and identify: someone who did not bump into anyone during the activity; people who found partners quickly; someone who moved well to the music; and someone who looked happy.

Resources and Notes

Rhythm and music will be familiar to students if it has been used throughout other themes as background or as accompaniment to warm-up activities.

With the cooperation of the classroom teacher the lesson on hygiene could start in the health class with the discussions and end in the gymnasium with the activity.

Animal movement activities could focus on animals studied in language arts, science or other subject areas.

Use of rhythmic patterns and music could link to activities and outcomes in music.

Discuss personal feelings about being rejected. Engage in an activity which requires students to change partners often. Emphasize the importance of not hesitating to be partners with others. Ask students to identify how they would feel if they were left out of an activity because others would not be their partner.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 11-80.

Ready-to-Use P.E. Activities for Grades K-2, pp. 78-102.

Equipment: variety of music

Grade 2

Theme: Rhythmic Activities (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform locomotor skills to music. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of the relationship of rhythm to performance.
(GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate care and concern for self and others.
(GCO 4, KSCO 1, 2; GCO 6, 1, 2, 3, 4)

Sample Learning and Teaching Strategies

Explore performance of previously learned locomotor skills such as walking, running, hopping, skipping, galloping and sliding. These skills can be performed to rhythm and music with a partner or in a group, in a circle, and in a square. Performing ball skills such as dribbling, throwing and catching to music can also be included.

Activities:

Explore the kinds of movement which can be done to music when large groups are formed in circles and squares.

Act out stories to music or interpret a piece of music through movement. The teacher can guide the class with cues such as “How would a bunny move to this music?”, or “Show me how you would move to this music in snowshoes”.

Work together to create movement sequences to a piece of music and present to the class.

Explore examples of large group movements to music, precision-type crossing and meeting patterns, and partner meeting and moving patterns, such as square dance type movements.

Discuss how rhythm is evident in many skill performances and how development of smoother rhythm can enhance the performance. Work in small groups to assist each other in development of better rhythm in such activities as running and ball dribbling.

Theme: Rhythmic Activities (1-6)

Student Assessment

Teacher Observation: Observe the extent to which students fit their movement to rhythms, music, and lyrics.

Tell a brief story through movement to music and perform it for the class. Have the class attempt to recognize and verbalize the story. Observe the accuracy of the identifications and ask the class to reproduce the movements that they saw. Observe for evidence that students can reproduce movement sequences.

Keep a log of the number of times students were evidently upset because of a perceived unfair practice in the class. Track the number of incidents and chart them to show students any changes in the number of such incidents as they work on decreasing them in their activities.

Student Performance: Create a movement sequence to music using combinations of previously learned locomotor skills.

Demonstrate a series of ball skills to music and observe the correspondence of the ball movement to the rhythm of the music.

Self-Evaluation/Reflection: Answer the following questions and discuss:
1) Did I encourage others?
2) Did I participate?
3) Could other students understand my movements?

Peer Evaluation: Evaluate and comment on other class members' description of animal movements and stories.

Resources and Notes

Rhythm and music will be familiar to students if it has been used throughout other themes as background or as accompaniment to warm-up activities.

Animal movement activities could focus on animals studied in language arts, science or other subject areas.

Use of rhythmic patterns and music could link to activities and outcomes in music.

Discuss the emotional stress of being the last person chosen or the only person consistently left out of an activity. Ask students to devise rules which would guard against hurting people's feelings when participating in physical activities.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 11-80.

Ready-to-Use P.E. Activities for Grades K-2, pp. 78-102.

Equipment: variety of music, balls

Grade 3

Theme: Rhythmic Activities (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform locomotor skills to music. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of the relationship of rhythm to performance. (GCO 3, KSCO 1)

THROUGH MOVEMENT

3. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Sample Learning and Teaching Strategies

This theme is devoted to giving students experience with creating movement within the context of music and rhythm. Explore performance of previously learned locomotor skills such as walking, running, hopping, skipping, galloping and sliding. These can be performed to rhythm and music with a partner or in a group, in a circle, in a square. In addition, students will perform ball skills such as dribbling, throwing and catching to music; represent feelings to music, tell a story through movement, and perform ball skills such as throwing and catching using a variety of equipment.

Activities:

Practise performing locomotor skills to music as individuals, with partners and in large groups.

Perform various movements in large circles to music and move in harmony with a large group to the accompaniment of music.

Perform various manipulative skills to music.

Convey emotions and story lines through movement with the accompaniment of music.

Discuss how rhythm is evident in many skill performances and how the development of smoother rhythm can enhance performance. Work in small groups to assist each other in development of better rhythm in such activities as throwing and catching, bouncing, and rolling equipment.

Theme: Rhythmic Activities (1-6)

Student Assessment

Teacher Observation: Observe the extent to which students fit their movement to rhythms, music, and lyrics.

Tell a brief story through movement to music and perform it for the class. Have the class attempt to recognize and verbalize the story. Observe the accuracy of the identifications and ask the class to reproduce the movements that they saw. Observe for evidence that students can reproduce movement sequences.

Keep an anecdotal record of occasions when students make positive comments to others and when students encourage others in their participation and efforts.

Student Performance: Create a movement sequence to music using combinations of previously learned locomotor skills.

Choose two pieces of equipment and perform various movements with each of them to the accompaniment of music. Demonstrate correspondence of movement of the equipment to the rhythm of the music.

Self-EvaluationlReflection: Write down five positive things that they can say to others when they are playing games.

Discuss and comment on the number of times that the class members, including self, encourage others.

Peer Evaluation: Make positive comments on others' performance in routines and movement sequences.

Resources and Notes

Throughout the program students should have been exposed to music and rhythm through use of music as background and accompaniment for warm-ups.

Discuss the effect of feeling incompetent in an activity. Encourage students to always make positive comments to others to encourage them in their participation and support their efforts. Make the point that positive comments can be a powerful encouragement to people and can boost their self esteem.

Work with the music teacher to help achieve some of the outcomes and demonstrate the rhythmic skills through movement.

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 93-116.

Movement with Meaning: Physical Education K-4, pp. 11-80.

Equipment: music, balls, hula hoops

Grade 4
Theme: Rhythmic Activities (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform locomotor skills to music in patterns and routines. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify the effects of rhythm on movement and on the body. (GCO 3, KSCO 1, 2)
3. Devise rhythmic routines for groups. (GCO 2, KSCO 1, 2, 3)

THROUGH MOVEMENT

4. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Sample Learning and Teaching Strategies

Rhythmic movement is a way for children to express thoughts, feelings and ideas. Students can use the body as an instrument for expression and communication. This can be done individually, in pairs or in small or large groups. Skills performed to music include: locomotor skills, ball skills, moving in a variety of ways such as circles and squares, folk dance routines, international dances, and creating and performing movement routines to music with a partner and in a group.

Activities:

As songs are played, students move to the music performing individual actions and movements.

Use balls, ribbons or hoops when moving to music.

Practice and perform simple dance steps in sequences.

Perform traditional folk and international dance steps.

Research the folk dances and present to the class. Create dances using different types of music.

Discuss how dance can be considered a great physical fitness activity. Emphasize the physical fitness benefits of dance and its potential as a lifelong activity.

Theme: Rhythmic Activities (1-6)

Student Assessment

Teacher Observation: Observe student performance for the extent to which they move to rhythm, music and lyrics. Note when students use movements to accent specific beats and are able to perform steps and routines individually and with others. Also note when they show a willingness to learn new routines.

Observe students for their ability to work in a large group and use strategies to allow for successful performance.

Student Performance: Have students demonstrate a created dance routine that will be evaluated on: the number of different steps; the difficulty of steps; the complexity of the formations; how the moves fit the musical beat; and the performance of the non-locomotor and locomotor skills.

Self-Evaluation/Reflection: Present research of a variety of dances and discuss the benefits of dance.

Peer Evaluation: Provide helpful comments on the performance of individual or small-group routines.

Resources and Notes

Discuss the fitness value of dance and changes in the body such as heart rate before and after performances.

When performing with a large group, discuss strategies to allow for a successful performance.

Use music from other cultures and encourage students to become involved in exploring the history of the folk dances performed in class.

Work with the music teacher to help achieve some of the outcomes and demonstrate the rhythmic skills through movement.

Encourage students from other cultures to bring in and share their music.

Where possible, invite dance groups to perform and talk about specific types of dance or use video tapes of dance to illustrate dance types.

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 93-116.

Equipment: variety of music, balls, ribbons, hula hoops

Grade 5
Theme: Rhythmic Activities (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform locomotor skills to music in patterns and routines. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify the effects of rhythm on movement and on the body. (GCO 3, KSCO 1, 2)
3. Identify challenges of performing routines in a large group. (GCO 2, KSCO 2, 3, 4)

THROUGH MOVEMENT

4. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2; GCO 6, KSCO 1, 2, 3, 4)

Sample Learning and Teaching Strategies

Rhythmic activities give students an opportunity for self-expression and creativity while at the same time providing a chance to interact with partners and groups.

Skills and activities to music include: locomotor skills, ball skills, precision movement routines, folk and international dances, and creating and performing a musical routine with a partner and in a group.

Students will also have opportunities to discuss the history of dances performed; investigate the effects of musical accents, phases and changes on movement; and consider the effects of dance on cardiovascular fitness.

Activities:

Learn and practice specific dance steps used in routines: promenade, skip, do si do and swing.

Bring in a line dancing video or live instructor to teach the class the more common line dances. The routines could be performed at an assembly or concert.

Create line dances and teach the class.

Identify problems of communication and cooperation when performing a dance routine in a large group.

Choose an international or folk dance, research it, and demonstrate one or move moves of the dance to the class.

Using themes such as sports, seasons, and holidays, create dances or dance steps.

Listen to a piece of music and then create dance steps.

Where possible invite a local square-dance caller in to help students perform a simple square dance.

Theme: Rhythmic Activities (1-6)

Student Assessment

Teacher Observation: Note the extent to which students can change direction without interruption in rhythm or footwork.

Student Performance: Demonstrate cooperation by performing a dance sequence with a group.

Demonstrate imaginative response to music.

Demonstrate changes of level and direction.

Demonstrate the ability to respond to music cues and rhythm.

Perform specific dances and created routines.

Self-Evaluation/Reflection: Students use a journal to record feelings about their performance of dance steps and routines and thoughts of the dances presented in class by the teacher and other students.

Peer Evaluation: Provide comments on the performance of individual or small-group routines.

Resources and Notes

Encourage students to demonstrate positive attitude, effort and participation during activities.

Work with the music teacher to help achieve some of the outcomes and demonstrate the rhythmic skills through movement.

Use music from other cultures for accompaniment. Students could become involved in exploring the history of the folk dances performed.

Encourage students from other cultures to bring in and share their music.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 79-118.

Equipment: variety of music, balls, ribbons, hula hoops

Grade 6
Theme: Rhythmic Activities (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Perform locomotor skills to music in patterns and routines. (GCO 1, KSCO 1, 4, 5, 6, 9)

ABOUT MOVEMENT

2. Identify the effects of rhythm on movement and on the body. (GCO 3, KSCO 1, 2)
3. Propose strategies to challenges of performing routines in a large group. (GCO 2, KSCO 2, 3, 4)

THROUGH MOVEMENT

4. Demonstrate care and concern for self and others. (GCO 4, KSCO 1, 2) (GCO 6, KSCO 1, 2, 3, 4)

Sample Learning and Teaching Strategies

Self expression and creativity can be developed through rhythmic activity. Students interact with others in performing and creating dance routines while at the same time contributing to their level of fitness.

Skills and activities to music include: locomotor skills, ball skills, and moving in a variety of ways such as circles and squares, performing a variety of folk and dance routines, and creating and performing a dance or musical routine with a partner or in a group.

Students will also gain a basic knowledge of the history of dances performed, discuss the relationship between dance and cardio-vascular fitness, show an appreciation for dance as a way to improve fitness, and solve problems of large group participation.

Activities:

To begin new steps or develop new routines, students move to music trying to invent movement to accompany or fit the music being played. Help them perform movements to music selected by the teacher, other students or self.

Bring in a line dance instructor or square dance-caller who can lead the class in a dance routine.

Perform dances for peers, parents and teachers.

Teach simple dance routines to other students or classes.

Theme: Rhythmic Activities (1-6)

Student Assessment

Teacher Observation: Note the extent to which students can change direction without interruption in rhythm or footwork.

Student Performance: Perform rhythmic activities or routines that demonstrate: fluid body movement; body awareness (actions and shapes), spacial awareness (where the body moves, for example, directions, levels, and pathways), and match between movements and music.

Self-Evaluation/Reflection: Bring in a video tape of dance performances, have students critically analyze the dances, then video tape the class or group performing a dance and critically analyze it in terms of movement, use of space, flow, and appropriateness of music. Get students to record changes to improve the routine, then perform again.

Dances can be researched by students and presented to the class as performance. Students could indicate what they liked about the dance, what they didn't like, if it was easy or difficult to learn.

Discuss physical changes such as heart rate, breathing and body temperature, following performance of a dance routine.

Peer Evaluation: Provide helpful comments on the performance of individual or small-group routines.

Resources and Notes

Encourage students to demonstrate positive attitude, effort and participation during activities.

Dances or routines performed or taught could be specific folk or traditional dances or dances created by students.

Work with the music teacher to help achieve some of the outcomes and demonstrate the rhythmic skills through movement.

Encourage students from other cultures to bring in and share their music.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 79-118.

Equipment: variety of music, balls, ribbons, hula hoops