

I Like to Move It

SOLs:

Physical Education

Skilled Movement

- 2.1 The student will continue to demonstrate correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - c) Demonstrate moving to a rhythm by combining locomotor and non-locomotor skills to perform basic educational folk and creative dance sequences.

Movement Principles and Concepts

- 2.2 The student will apply the basic movement concepts to change performance of locomotor, non-locomotor, and manipulative skills.
 - a) Use the concept of relationships (e.g., over, under, around, in front of, behind, and through) in dynamic movement situations.
 - b) Use the concepts of spatial awareness (e.g., location, directions, levels), and effort (time, force, flow) in static and dynamic movement situations.

Responsible Behaviors

- 2.4 The student will exhibit, in physical activity settings, cooperative, respectful, and safe behaviors.

Health

Body Systems

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.
 - a) Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.
- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
 - a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
- 2.3 The student will describe the influences and factors that impact health and wellness.
 - a) Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems.

Objectives/Goals

- I can identify structures that form body systems.
- I can explain the importance of taking care of my body systems and the possible consequences of not taking proper care.
- I can create a plan on how to incorporate daily physical activity, healthy eating habits.

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 major structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.
- Explain the purpose of each body system and how they work together to support overall health.

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 major systems of the body.
- Ask students to create a plan to incorporate daily physical activity and healthy eating habits to support healthy cardiorespiratory, skeletal, and muscular systems.

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](#)
- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- Flipgrid - <https://info.flipgrid.com/>



Virginia 2021 SOL Edition
Created by Tammy Hanna
Dance Gr2-MSD-11
Second Grade

- Nemours Kids Health - <https://kidshealth.org/en/kids/center/htbw-main-page.html>