

# Confident

## **SOLs:**

### **Physical Education**

#### Skilled Movement

- 3.1 The student will apply locomotor, non-locomotor, and manipulative skills in increasingly complex movement activities.
  - c) Demonstrate moving to a rhythm (e.g., perform simple dances in various formations, develop and refine a creative educational dance sequence).

#### Movement Principles and Concepts

- 3.2 The student will apply movement principles in increasingly complex movement activities.
  - a) Apply the concept of relationships while moving in space and using non-locomotor and manipulative skills.

#### Personal Fitness

- 3.3 The student will engage in a variety of moderate and vigorous physical activities and describe how and why the body responds to the activities (e.g., physiological changes such as sweating, increased heart rate, increased respiration).

#### Responsible Behaviors

- 3.4 The student will demonstrate an understanding of the purpose for rules, procedures, etiquette, and respectful behaviors while in various physical activity settings.
  - a) Demonstrate independence and good use of time while engaging in physical activity.
  - b) Provide input into establishing rules and guidelines for behavior in physical activity settings.
  - c) Work cooperatively with peers.

### **Health**

#### Violence Prevention

- 3.1 The student will explain that health habits and practices impact personal growth and development.
  - q) Explain the benefits of positive communication on relationships with family and friends.
- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

- q) Describe how to communicate directly, respectfully, and assertively with family and friends.
- 3.3 The student will promote health and safety at school and at home.
  - q) Demonstrate positive ways to communicate with family and friends.

### Objectives/Goals

- I can explain the benefits of positive communication on relationships with family and friends.
- I can demonstrate how to communicate clearly and assertively but with respect for others.
- I can explain how to use words and actions to support cooperative work and play.
- I can demonstrate how to work well with others, with positive ways to communicate with family and friends.

### Materials

- Video of *Dance Confident*, by Tammy Hanna - [LINK](#)
- Music of *Confident*, by Demi Lovato
- Video recording device- optional
- *PE Metrics* assessment rubric - optional
- Example rubrics provided - optional
- Student Peer Assessment - optional

### Lesson Steps: Video Outline

#### *Step 1 Introduction & Connections to Health Content*

- Provide discussion with students about clear, respectful and assertive communication skills.
- Give examples of situations where the participants did not use positive communication skills (ex. did not speak clearly, loud enough, use a respectful tone, etc.)
- Ask students to think if they have ever experienced a time where they had to talk to a person or group of people and they felt uncomfortable. Could they have handled it better? Was the end result favorable?

#### *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*

- Ask students to brainstorm how they can have more confidence in their communication skills? (ex. meet/talk to new people daily, find common areas of interest to talk about, etc.)

#### **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 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 follow and mirror the video.
  - For novice or unconfident movers you can stop and replay instruction points of each section until students are comfortable with each movement phrase.
  - Repetition is key to quality reproduction. Make sure to give plenty of time for practice.
  - Place confident “leader” students on the perimeter of the dance space; right, left and behind the majority of the group. Kinesthetic proximity is a wonderful tool in guiding others so surround novice movers with students that can help guide them in their movements.
- 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

- Dance Notation

#### ***Confident, Choreography by Tammy Hanna***

(Starts after trumpets.)

*Dance Routine Pattern:*

Intro, Part A, 1st ½ B, A, full B, C, A without kicks, end

*Intro*

3 right and left hip rocks, slide to the right (1, 2, 3, 4, 5, 6, 7&8)

3 left and right hip rocks, slide to the left (1, 2, 3, 4, 5, 6, 7&8)

*Part A (Verse)*



Step left, kick-hold right, step right, left, right – Arms overhead to down low on kick (1-2, hold 3-4, step 5, 6, 7, 8)

Step right, kick-hold left, step left, right, left – Arms overhead to down low on kick (1-2, hold 3-4, step 5, 6, 7, 8)

Repeat right and left – 2 sets of 8- counts

Jerk right, left, right, left (1-2, 3-4, 5-6, 7-8)

Step right corner, left corner, right home, left home, right corner, left corner, right home, left home (1, 2, 3, 4, 5, 6, 7, 8)

Repeat – 2 sets of 8-counts

Jump feet apart, arm overhead, head back, head up, right arm down hip rock, left arm down hip rock (1, 2, 3, 4, 5-6, 7-8)

Repeat 3 more times – 3 sets of 8-counts

*Part B (Chorus)*

(First half is with slow hip rocks, second half is with quick hip rocks)

Feet apart, arms low in front, arm low behind, repeat low in front, low behind – slow hips on 2-count rock (1-2, 3-4, 5-6, 7-8)

Continue arms low in front, arm low behind, arms scoop overhead and down sides – slow hips on 2-count rock (1-2, 3-4, 5-8)

Repeat 2 sets of 8-counts

Repeat phrase with quick hips, rock on every beat but arms continue on every 2 beats (1, 2, 3, 4, 5, 6, 7, 8, 1, 2, 3, 4, 5, 6, 7, 8)

Repeat 2 sets of 8-counts with quick hips

*Part C (Bridge or Break)*

Kick forward, walk/skip in half circle to (1-2, 3, 4, 5, 6, 7, 8, 1, 2, 3, 4, 5, 6, 7, 8) 2 sets of 8-counts

Slide right, rock step, slide left, rock step, repeat (1&2, 3, 4, 5&6, 7, 8) 2 sets of 8-counts

Strike pose and hold, strike 2nd pose and hold (1, hold 2-8, 1, hold 2-8) 2 sets of 8-counts

Feet apart, side hip rocks as arms go out to sides and overhead claps, total of 8 claps (1-2, 3-4, 5-6, 7-8, 1-2, 3-4, 5-6, 7-8) 2 sets of 8-counts



Virginia 2021 SOL Edition  
Created by Tammy Hanna  
**Dance Gr3-MSD-13**  
**Third Grade**

Jump and clap with hands over head, total of 8 claps (1, 2, 3, 4, 5, 6, 7, 8) 1 set of 8-counts

- *PE Metrics-3rd Edition, Assessing Student Performance Using the National Standards & Grade-Level Outcomes for K-12 Physical Education*, SHAPE America, 3rd Edition, 2019, ISBN-13: 9781492526667
- Peer Assessment - [LINK](#)
- Self Assessment - [LINK](#)
- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- Flipgrid - <https://info.flipgrid.com/>