

## **Dance Physical Education Lesson Plan**

Instructor: Hayley Finke

Grade: 2<sup>nd</sup> grade

### **CA P.E. Standards**

**1.18** - Perform rhythmic sequences related to simple folk dance or ribbon routines

### **CA Art Standards**

**2.DA.Cr1.a.** - Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.

**2.DA.Cr1.b.** - Combine a variety of movements while manipulating the elements of dance.

### **Objectives**

By the end of the lesson students will be able to perform a rhythmic line dance sequence called ["The Bunny Hop"](#) by combining a variety of movements and matching them to the beat of the music with an 80% accuracy.

### **Introduction/Warm Up**

Students will form a spaced out half circle around the teacher to prepare for our warm-up activities. (5 minutes)

- We will begin with some forward and backward arm circles (20 seconds each)
- Next students will do right/left leg flamingo stretch (20 seconds each)
- Students will do 10 jumping jacks while choral counting
- Students will do 10 squats while choral counting
- Students will do 10 calf raises choral counting
- I will let one student volunteer to suggest one last warm-up activity
- Students will walk and jog across the field and back to the warm-up area

### **Learning Activities/Teaching Strategies**

- Before we begin, we will be learning the steps to the dance without the music.
- I will teach students the term “home” position, which is the position that we started with.
- The dance steps that go with the line dance will be modeled for students using the

following steps:

1. Touch your R foot out to the R, and home, 2x (4 counts)
2. Touch your L foot out to the L, and home, 2x (4 counts)
3. Jump forward 1x, keeping both feet together (2 counts)
4. Jump backward 1x (2 counts)
5. Jump forward 3x (4 counts)
6. Repeat from the start

- Students will find a partner to practice their steps with and repeat the steps with one another.
- Once students have demonstrated the correct steps with their partners, they will complete the routine with the music.
- I will be monitoring students to gauge their level of mastery and will adjust as needed.
- If students are showing some struggle, I will call them back in and ask some critical thinking questions about what problems I saw happening and how we can solve them.
  - Ex: If you hear the beat of the music and your foot is not landing on the ground at the same time, what do you think you need to do to make them go together? How can we fix our issue?
- Students will then continue practicing their steps (2 minutes)
- Lastly, students will be practicing their steps one last time with the music with their adjustments (5 minutes)

### **Closure/Cool Down**

Students will participate in a series of different stretches. Students will spread out during this time to social distance while stretching (3 minutes):

- Toe touches (30 seconds)
- Side bends (30 seconds, 15 seconds per side)
- Quad stretches (30 seconds, 15 seconds per leg)
- Torso twisting stretches (15 seconds per side)

### **Equipment**

- Bluetooth Speaker

### **Safety Considerations**

- Students will be spaced out throughout the lesson.

- Students will have an appropriate distance between them while practicing their dancing.

## **Differentiation**

- Some students struggle with listening and movement skills and others excel well in multitasking.
- Focus Student 1 (ADHD): This student will be strategically grouped with a student that can help him stay on task and assist him in developing his dancing skills. FS1 responds well to being grouped with students who are above his ability level and performs well in this type of situation during P.E. FS1 struggles to stay on task and with listening skills, so a partner above his ability level will help him achieve his dance steps.
- Focus Student 2 (EL): I will be sure to break down the language I use to describe the proper form of the dance routine. I will also be demonstrating all skills needed kinesthetically for students to observe and hear the steps at the same time. I will also be using routines and peer activities to help FS2 feel confident in practicing his line dance.
- Focus Student 3 (Skilled Multitasker): I will challenge this student to further develop her skills by pairing her with FS1. While paired, FS3 will be able to practice her knowledge of multitasking and dance skills while helping a fellow struggling student. She will feel more challenged and will be given the opportunity to teach a known skill to her peer.