

MODULE OVERVIEW

ABOUT THIS MODULE

Created by: Brandon Herwick & Artie Kamiya

Special Contributions: Elyse Laughlin, Aaron Hart, Jenna Knapp, & Deedi Boland

Design: Jennifer Truong

NATIONAL STANDARDS AND OUTCOMES FOCUS

Standard 1. Demonstrates competency in a variety of motor skills and movement patterns.

Standard 1 (E5.K-2) Performs locomotor skills in response to teacher-led creative dance (K); Combines locomotor and non-locomotor skills in a teacher-designed dance (1); Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms (2).

Standard 1 (E8.1-2) Transfers weight from one body part to another in self-space in dance environments (1); Transfers weight from feet to different body parts/bases of support for balance and/or travel (2).

Standard 2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

Standard 2 (E1.K-2) Differentiates between movement in personal (self-space) and general space (Ka); Moves in personal space to a rhythm (Kb); Moves in self-space and general space in response to designated beats/rhythms (1); Combines locomotor skills in general space to a rhythm (2).

Standard 2 (E2.1a) Travels demonstrating low, middle, and high levels (1a).

Standard 3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 3 (E1.K-2) Identifies active-play opportunities outside physical education class (K); Discusses the benefits of being active and exercising and/or playing (1); Describes large-motor and/or manipulative physical activities for participation outside physical education class (e.g., before and after school, at home, at the park, with friends, with the family) (2).

Standard 4. Exhibits responsible personal and social behavior that respects self and others.

Standard 4 (E4.K-2) Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small and large groups) (1); Works independently with others in partner environments (2).

Standard 4 (E1.K-2) Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

Standard 5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Standard 5 (E3.K-2) Identifies physical activities that are enjoyable (Ka); Discusses the enjoyment of playing with friends (Kb); Describes positive feelings that result from participating in physical activities (1a); Discusses personal reasons (i.e., the “why”) for enjoying physical activities (1b); Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment) (2).

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PLANNING
COMPLETE
LESSONS

Each dance activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Instant Activity (or quick dance)	<i>5-10 minutes</i>
+ Dance Activity with Debrief	<i>10-15 minutes</i>
+ Dance Activity with Debrief	<i>10-15 minutes</i>
+ Check for Understanding	<i>5 minutes</i>

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessment are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, during the module’s first lesson, students participate in the activity Moving 8’s. At the end of this activity, students would complete the Pre and Goal columns for Counting Beats. Other skills would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the final lesson of the module.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group’s performance. Next, set a group goal for improvement and complete the post assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

MODULE OVERVIEW

USING
THE SELF
ASSESSMENT
FOR
EVALUATION
(GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC
RUBRIC
FOR
PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the module's final lesson, providing a final holistic evaluation of each student's performance.

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SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Pop See Ko & Moving 8s	Dance, Leader, Follower, Upper Body, Lower Body, Movement, Locomotor Skills, Non-Locomotor Skills, Responsibility, Respect, Beat, Rhythm, Tempo
2	Moving 8s & A Very Simple Dance	Beat, Rhythm, Tempo, Dance, Leader, Follower, Upper Body, Lower Body, Movement, Locomotor Skills, Non-Locomotor Skills, Call, Response
3	A Very Simple Dance & The Dancing Duke of York	Beat, Rhythm, Tempo, Dance, Actively Engage, Song Cues, Locomotor Skills, Self-Space
4	The Dancing Duke of York & The Hokey Pokey	Dance, Actively Engage, Song Cues, Locomotor Skills, Non-Locomotor Skills, Self-Space
5	The Hokey Pokey, Pop See Ko, & The Birdie Dance	Dance, Actively Engage, Song Cues, Locomotor Skills, Non-Locomotor Skills, Self-Space
6	The Birdie Dance & Sitting Square Dance	Beat, Count, Rhythm, Locomotor Skill, Non-Locomotor Skill, March, Personal Space, General Space, Song Cues, Direction
7	Sitting Square Dance & Kinder Polka	Beat, Count, Rhythm, Locomotor Skill, Non-Locomotor Skill, March, Personal Space, General Space, Song Cues, Direction
8	Kinder Polka, Mexican Hat Dance, Goldfish Dance	Beat, Rhythm, Locomotor Skill, Non-Locomotor Skill, Stationary, Personal Space, General Space, Song Cues, Culture, Vigorous
9	Goldfish Dance, Student Favorites	Beat, Rhythm, Locomotor Skill, Non-Locomotor Skill, Stationary, Personal Space, General Space, Song Cues