

SPORTS PICTURE DANCE

STUDENT TARGETS

- **Skill:** I will perform and hold athletic positions with control, accuracy, and balance.
- **Cognitive:** I will identify which muscles and body parts are being used to create the movements and athletic poses.
- **Fitness:** I will work to increase my muscular endurance by holding the different athletic positions with control.
- **Personal & Social Responsibility:** I will demonstrate safe movement patterns and self-control in my actions.

TEACHING CUES

- Use Muscular Endurance and Balance to Hold Each Position
- Hold Your Position for 8 Counts
- Move to the Next Picture on the Signal
- Move Safely and Do Not Pass Students Ahead of You

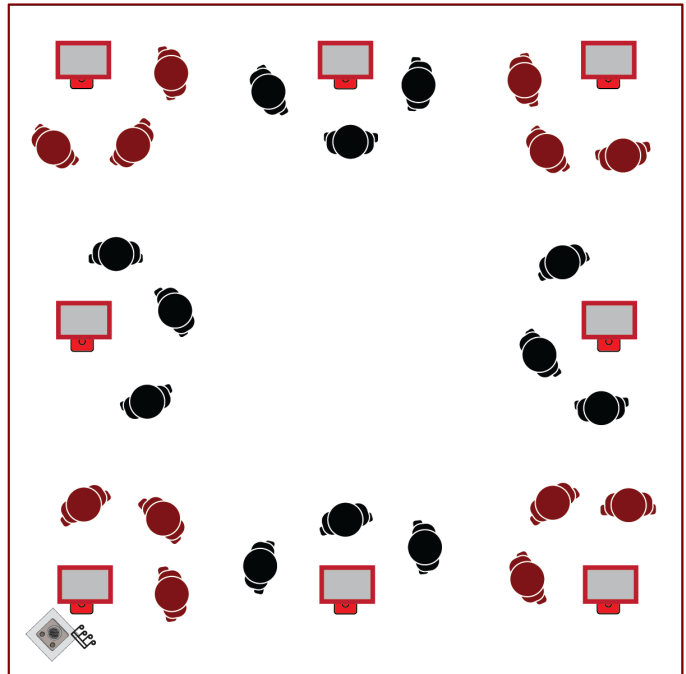
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Upbeat music; can be sport related such as Jock Jams ([iTunes](#)) or the Olympic theme ([iTunes](#))
- Sports Picture Activity Cards
- 6–18 cones (or hula hoops)
- 6–18 task tents

Set-Up:

1. Place activity cards around the perimeter of the activity area in task tents, rested on cones, or inside hula hoops.
2. Each student at an activity card.



Activity Procedures:

1. Today's activity uses sports pictures as a way to introduce the "B" element of dance: Body.
2. When you hear the start signal, recreate the athletic pose on your activity card. Hold that position for 8 counts.
3. On my next signal, move clockwise to the next activity card and recreate that pose for 8 counts. We'll continue this pattern until everyone has made it to all the activity cards.
4. Next, add music. When the music is on, students jog in a circle clockwise around the activity area. When the music stops, they quickly move to the nearest picture and recreate the pose for 2–12 counts.

Grade Level Progression:

6th: Perform the activity as described above. Students identify muscles used for each pose in a group discussion.

7th: Discuss how the muscles pull on the bones to create each athletic movement.

8th: Discuss how the heart pumps oxygen and nutrients to the muscles to fuel movements for athletic performance.



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CHALLENGE PROGRESSIONS

- Make each of the sport-pictures bigger.
- Describe pictures to students with visual disabilities.
- Provide alternative movements for students who have movement disabilities.
- Use a tablet or screen/projector to show videos instead of pictures to help students generate movement ideas.

ACADEMIC LANGUAGE

Beat, Choreography, Cues, Dance, 8 Count, Elements of Dance, Locomotor Skills, Muscular endurance, Non-Locomotor Skills

STANDARDS & OUTCOMES ADDRESSED

- **Standard 3 [M14.6-8]** Identifies major muscles used in selected physical activities (6); Describes how muscles pull on bones to create movement in pairs by relaxing and contracting (7); Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher’s guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).

DEBRIEF QUESTIONS

- **DOK 1:** What were some of the body positions we held today?
- **DOK 2:** Can you identify which muscles you used to hold the positions and explain how they worked together?
- **DOK 3:** How would you use the positions you learned today to create a dance?
- **DOK 3:** How would the process of creating a dance be similar to or different from how choreographers create dances in other forms of dance such as ballet, hip-hop, or folk dance?

TEACHING STRATEGY FOCUS

Dance Strategy: This activity provides a great opportunity to introduce all students to a less intimidating format of dance. By including a wide array of sports in the Sports Picture Activity Cards, students will be much more likely to be able to identify and connect a sport they like with rhythmic movement. Use music in the background when introducing this activity and as students become comfortable in their understanding of the activity, then incorporate music into the activity as a way to introduce tempo and rhythm.