

I Like to Move It

SOLs:

Physical Education

Skilled Movement

- 1.1 The student will demonstrate the correct critical elements (small, isolated parts of the whole skill or movement) of locomotor, non-locomotor, and manipulative skills.
 - a) Demonstrate critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, leaping, skipping, and sliding.
 - b) Demonstrate critical elements used in non-locomotor skills (e.g., bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling).
 - f) Demonstrate moving to a rhythm by keeping time to a simple beat, using a variety of locomotor and non-locomotor skills.

Movement Principles and Concepts

- 1.2 The student will demonstrate improvement in locomotor, non-locomotor, and manipulative skills while applying the movement concepts.
 - a) Demonstrate pathways, levels, tempo (speed), force, directions, and relationships when performing locomotor skills.
 - b) Demonstrate tempo (speed), levels, and flow when performing non-locomotor skills.

Personal Fitness

- 1.3 The student will participate regularly in moderate-to-vigorous physical activities that cause increased heart and breathing rates.

Responsible Behaviors

- 1.5 The student will demonstrate, with little or no adult intervention, safe and cooperative behaviors in physical activity settings.
 - a) Work cooperatively with peers for short periods of time.
 - b) Incorporate safety rules learned in physical education.

Health

Body Systems

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.

- a) Identify major body organs (e.g., heart, brain, lungs, stomach) and location of the organs.
- 1.2 The student will explain that good health is related to healthy decisions.
 - a) Describe the importance of having a healthy heart, brain, and lungs.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
 - a) Share ways to maintain a healthy heart, brain, and lungs for lifelong health.

Objectives/Goals

- I can identify the major organs of the body and where they are located.
- I can explain the importance of having a healthy heart, brain and lungs.
- I can describe the different ways to promote good health and wellness.

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 body organs (e.g., heart, brain, lungs, stomach) and their location in the human body.
- Discuss the importance of and how to keep the major organs of the body healthy (e.g. exercise every day, eat healthy foods, plenty of rest every night, keep your body clean, etc.).

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 organs of the body.

- Ask students to brainstorm ways that they can keep their major organs healthy (e.g. types of fun exercise activities, types of foods to avoid, how many hours of sleep recommended, 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 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.



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First Grade

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