

Best Friend

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

Mental Wellness / Social and Emotional Skills

- 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.

- n) Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.
- 1.2 The student will explain that good health is related to healthy decisions.
 - l) Explain the importance of showing kindness, consideration, and concern for others.
- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
 - l) Demonstrate cooperation with friends and classmates.

Objectives/Goals

- I can identify cooperative and responsible behaviors.
- I can explain why it is important to show kindness, consideration and concern for others.
- I can identify opportunities and explain strategies where you can be kind and considerate to others.
- I can demonstrate cooperation with friends and classmates.

Materials

- Video of Dance *Best Friend*, by Tammy Hanna - [LINK](#)
- Music of *Best Friend*, by Sofi Tukker – feat. NERVO, the Knocks, & Alisa Ueno
- 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 about personal qualities needed to be a good citizen (ex. kindness, following school rules, accepting responsibility, patience with others, respecting school and property of others, etc.).
- Explain the importance of showing kindness and consideration to others and how it affects on an individual, school and community level.

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 importance of being a good citizen
- Ask students to look for opportunities at school and in the community to demonstrate good citizenship.

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
Best Friend, Choreography by Tammy Hanna
(Hold 4 sets of 8-counts.)
4-wall dance repeating phrase
Jump forward arms wave high, jump back arms wave low (counts 1-4, 5-8)
Right foot tap side, left foot tap side, right pivot turn, right pivot turn (counts 1, 2, 3, 4, 5, 6, 7, 8)
Right side step, together, step, together, left side step, together, step, together (counts 1, 2, 3, 4, 5, 6, 7, 8)
Right step-turn, left grapevine, end with quarter turn left counter-clockwise (counts 1-4, 5-8)
- *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](#)



Virginia 2021 SOL Edition
Created by Tammy Hanna
Dance Gr1-MSD-9
First Grade

- Self Assessment - [LINK](#)
- Rubric I - [LINK](#)
- Rubric II - [LINK](#)
- My Plate - <https://www.myplate.gov/>
- Flipgrid - <https://info.flipgrid.com/>