

**Standard 2**

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Grade-Level Outcomes**

- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher (S2.E3.3)
- Employs the concept of alignment in gymnastics and dance (S2.E4.3a)

**Lesson Objectives**

The learner will:

- Apply movement concepts in a teacher-designed movement sequence
- Choreograph and perform a movement sequence

**Materials and Equipment**

- Music
- Streamers or scarves
- Whiteboard
- Paper, pencils for recording sequences

**Introduction**

*In second grade, you learned about the concept of time (speed), force, and flow. What are the different speeds we travel? Can someone explain force and give an example? Who else can contrast the idea of light and strong force that relates to sports? Our last one today is flow. Spread your arms into a wide shape. Show me how you can bring your hands together using bound and jerky movements. Right, the movement stops and starts. Now contrast that with free-flow movements. Today, we are going to review these concepts with a fun movement sequence. Then you will be able to create your own sequence.*

**LEARNING EXPERIENCE: MOVEMENT SEQUENCE**

*Movement sequences are like sentences. They have a beginning and an ending.*

Write the following sentence on the whiteboard: Walk four steps, turn, stretch into a wide shape, collapse to the floor, and rise to standing.

*What do commas and periods mean in a sentence? The same is true for a movement sequence: A comma means pause, and a period means stop.*

- Allow time for students to practice the sequence from the whiteboard until it they seem to have it memorized.
- For each of the following movement concepts, have the students perform the sequence several times before you present the next concept. (The sequence remains the same; the movement concepts change.)
  - Change the sequence to slow motion.
  - Change the sequence to fast motion.
  - Make the movements as small as possible and travel with light force.
  - Make the movements as large as possible and travel with strong force.

- Use bound and jerky movements.
- Use free-flowing movements.
- Add streamers or scarves and repeat bound flow and free flow.
- Add music and ask students to perform movements based on feel or rhythm of the music. (Several different creative music pieces work best here.)

### **LEARNING EXPERIENCE: CHOREOGRAPH A SEQUENCE**

Have each student create a sequence to include the following: one shape, one locomotor skill, one nonlocomotor action (stretch, bend, twist), a turn, and one vibratory (shaking) movement. The sequence should include a variation of time, force, and flow. Write the requirements or criteria for the sequence on the board, informing students that the order of the components is their decision. (You should select the music in the early stages of the sequence and routine design; choose one piece of music for everyone to use.)

- Allow students ample time to create and practice their sequences. Have them illustrate or write their sequences.
- Ask them to perform their sequences in general space (all at the same time) three consecutive times and then freeze.
- With partners, students teach each other the sequence.
- Partners work cooperatively (S4.E4.3a) and combine the two sequences in an ABAB choreography. Allow sufficient time for partners to learn and practice the two sequences.
- Partners perform the sequence for another group. (Encourage students to accept and give praise [S4.E4.3b] for the sequences.)

*Choreography is a challenging yet enjoyable process for children and one that should not be rushed. You should expect this lesson to take more than one class period.*

### **Assessment**

- Observe both cognitive and performance understanding of the concepts of time, force, and flow.
- Teaching the movement sequence can become an informal assessment with partner or teacher observation.

### **Closure**

- What was the focus of our lesson today?
- Share with your neighbor a way that time, force, or flow could be used in a specific gymnastic movement. Explain why the one you shared is important to the quality of that movement.
- Using your favorite music, create your own movement sequences at home; have your friends or family join you.

### **Reflection**

- Do students clearly differentiate the concepts of time, force, and flow?
- Do they work well together in the partner activity and praise each other in the small-group performance?