

Dancing Emotions



Physical Education & Dance

Grade
5

Physical Education Standards

(MSC I.B.1.a.) Perform a creative individual/partner/group movement sequence using a movement theme, music, or other rhythmic accompaniment.

Dance (MD) Standards

3.0 Students will demonstrate the ability to create and perform dance.
3.1.a. Improvise short movement sequences in response to a variety of sensory and motivational stimuli.



CONNECTED OBJECTIVES

Students will demonstrate how to use dance movements to express emotions from the song, "I Believe I Can Fly" in physical education.

MATERIALS & RESOURCES

- Recording of "I Believe I Can Fly"
- Poster BEST Elements of Dance

KEY CONTENT VOCABULARY

- Creative dance

KEY ARTS VOCABULARY

- Expressions
- Emotions
- Rhythm
- Patterns

A S S E S S M E N T

- Observation with checklist (below)



L E S S O N S T E P S

Introduce and define dance

- Ask the students: What is dance?
- Create a circle map on SMARTBOARD recording student definitions.

Listen to the different segments of the song “I believe I can fly”

- Ask the students to close their eyes and listen to the words they hear.
- Record words that they hear that express emotion.
- Ask the students how they would demonstrate some of their emotions based on the lyrics.

Creation of “I believe I can fly” dance

- Review the BEST Elements of Dance highlighting the concepts of pattern and rhythm. Have students do a pedestrian walk to practice elements of body, energy, space and time by prompting their movement.
- Divide the students into groups of 4 and give each group a number.
- Ask the groups to experiment and create movements for key emotions words (teacher-selected) from the lyrics.
- View all of the groups’ movements for the key words.
- After viewing all groups’ movements, assign each group one movement to perfect.
- Allow several moments for group rehearsal.
- Play song again, telling each group to perform their practiced movements when they hear their words in the song.
- Start the music and practice a small segment at a time.

EXTENSIONS & OPTIONS SOURCES & RESOURCES

- Students can write a sequence of movements and then create their own dance that demonstrates several emotions.

- AACPS Physical Education Curriculum

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s

Level	Description	Criteria
1	Consistently Demonstrating/Proficient	Consistently moves with pattern and rhythm, consistently expresses emotion through bodily movements, and consistently demonstrates awareness of physical space and safety.
2	Progressing in Development / Evident	Usually moves with pattern and rhythm, expresses emotion through bodily movements 3 out of 4 times and generally demonstrates awareness of physical space and safety.
3	Needs Improvement/Developing	Rarely moves with pattern and rhythm, expresses emotion through bodily movements less than 50% of the time, and seldom demonstrates awareness of physical space and safety.

