

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM/BETT Unit Plan Template

Unit Title: <u>Creative Movement & Dance</u>	Number of Lessons: <u>9</u>	Time (in weeks): <u>3</u>
Name: <u>Tanya Blackall</u>	Subject(s): <u>PHE</u>	Grade(s): <u>1</u>

Rationale

Dance exploration in Grade 1 provides students with meaningful opportunities to develop physical literacy, coordination, spatial awareness, and expressive confidence in a safe and inclusive environment. At this developmental stage, children naturally learn through movement, imagination, and play. This unit plan builds on these strengths by encouraging students to explore locomotor and non-locomotor movements while expressing feelings, ideas, and stories through their bodies.

This unit emphasizes low-impact movement to ensure safety and accessibility for all learners. Through structured exploration of levels, pathways, tempo, and simple choreography, students develop body control, balance, rhythm, and self-regulation skills. Dance also supports social-emotional learning by encouraging cooperation, turn-taking, respectful audience behaviour, and positive peer feedback.

Additionally, creative movement provides students with a non-verbal means of communication, which supports diverse learners, including English Language Learners and students who may struggle with traditional verbal expression. By the end of the unit, students will have experienced both guided and independent movement creation, culminating in a small group performance that promotes confidence and pride in their learning.

Overall, this dance unit supports the development of the whole child – physically, socially, emotionally, and creatively – while fostering a positive relationship with movement and physical activity.

Overview:

By the end of this unit, students will:

- Demonstrate safe movement in shared space
- Perform locomotor and non-locomotor movements
- Explore and apply levels (high, medium, low)
- Explore and apply pathways (straight, curved, zigzag)
- Respond to changes in tempo (fast/slow)
- Express emotions through movement
- Create and perform a short group dance sequence

CORE COMPETENCIES

Communication	Thinking	Personal & Social
Collaborating <i>Working Collectively</i> Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed	Thinking <i>Generating and Incubating</i> Students may generate creative ideas through free play, engagement with other’s ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can	Personal Awareness & Responsibility <i>Self-advocating</i> Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their

<p>roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects.</p>	<p>spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for incubation, and doing relaxing or automatic activities to quiet their conscious mind. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as students’ cultural legacies.</p>	<p>accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.</p>
<p>Supporting Group Interactions Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group’s interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.</p>		<p>Self-regulating Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and to understand how their actions affect themselves and others.</p>

BIG IDEAS

(multiple subject areas for integrated unit)

Subject Name: PHE 1	Subject Name: Arts Education 1	Subject Name: English Language Arts 1
<ul style="list-style-type: none"> • Daily physical activity helps us develop movement skills and physical literacy, and is an important part of healthy living. • Learning about ourselves and others helps us develop a positive attitude and caring behaviours, which helps us build healthy relationships. 	<ul style="list-style-type: none"> • Dance, drama, music, and visual arts express meaning in unique ways. 	<ul style="list-style-type: none"> • Through listening and speaking, we connect with others and share our world.

LEARNING STANDARDS

Curricular Competencies	Content
<p>Physical literacy</p> <ul style="list-style-type: none"> Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p> <ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels <p>Social and community health</p> <ul style="list-style-type: none"> Develop and demonstrate respectful behaviour when participating in activities with others <p>Mental well-being</p> <ul style="list-style-type: none"> Identify and describe feelings and worries 	<ul style="list-style-type: none"> Proper technique for fundamental movement skills, including non-locomotor, locomotor, How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games Practices that promote health and well-being

Prerequisite Concepts and Skills:

<ul style="list-style-type: none"> Walk safely in shared space Stop movement when given a signal (e.g., “freeze”) Follow 1–2 step directions Maintain personal space with reminders Demonstrate basic balance (standing, crouching) Respond to verbal or visual cues Participate in whole-group activities Take turns in partner or small group work Identifying simple emotions (happy, sad, excited) Working cooperatively with peers Expressing themselves in a safe classroom community
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Teacher Preparation Required:

Lesson #	Teacher Preparation Required (See Unit Plan Sample)
Lesson 1 (Week 1)	<p>Moving Our Bodies:</p> <ul style="list-style-type: none"> Print out cards (stretch, clap, march, jump, twirl) (high, medium, & low) Download music needed Print out checklist for assessment Set-up the Bluetooth speaker
Lesson 2	<p>Fast & Slow:</p> <ul style="list-style-type: none"> Print out fast & slow cards Download the music needed Print out checklist for assessment Set-up the Bluetooth speaker
Lesson 3	<p>Pathways:</p> <ul style="list-style-type: none"> Download the music needed Print out checklist for assessment

	<ul style="list-style-type: none"> • Set-up the Bluetooth speaker
Lesson 4 (Week 2)	Dancing Feelings: <ul style="list-style-type: none"> • Download the music needed • Print out checklist for assessment • Set-up the Bluetooth speaker
Lesson 5	Feelings & Levels: <ul style="list-style-type: none"> • Download the music needed • Print out checklist for assessment • Set-up the Bluetooth speaker
Lesson 6	Putting it All Together: <ul style="list-style-type: none"> • Download the music needed • Print out checklist for assessment • Set-up the Bluetooth speaker
Lesson 7 (Week 3)	The Macarena: <ul style="list-style-type: none"> • Download the music needed • Print out checklist for assessment • Set-up the Bluetooth speaker
Lesson 8	The Cha-Cha Slide: <ul style="list-style-type: none"> • Download the music needed • Print out checklist for assessment • Set-up the Bluetooth speaker
Lesson 9	Banana, banana, meatball: <ul style="list-style-type: none"> • Download the music needed • Print out checklist for assessment • Set-up Bluetooth speaker

Cross-Curricular Connections:

Arts Education:

Dance & Drama

- Use body to express feelings and ideas
- Explore elements of dance (levels, pathways, tempo)
- Create and perform short sequences
- Demonstrate beginning and ending poses
- Act as respectful audience members

The choreography component strongly supports creative expression and performance skills in Arts Education.

Music

- Respond to tempo changes
- Move to rhythm
- Recognize fast vs slow
- Adjust movement to musical cues

Dance reinforces beat awareness and musical interpretation.

English Language Arts (ELA)

Oral Language Development:

- Listen to instructions
- Follow multi-step directions
- Describe their movements
- Share reflections (“My favourite move was...”)

Vocabulary Development:

- High, low, medium
- Fast, slow
- Straight, curved, zigzag

- Stretch, twist, sway
- Happy, sad, excited

Movement-based vocabulary supports comprehension and retention for young learners.

Social-Emotional Learning (SEL)

- Identify and express emotions physically
- Work cooperatively in partners and small groups
- Practice turn-taking
- Give positive peer feedback
- Develop confidence performing in front of others

The feelings lessons in Week 2 provide explicit SEL integration.

Mathematics

Spatial Awareness:

- Understanding direction and pathways
- Moving in straight, curved, and zigzag lines
- Navigating space safely

Sequencing:

- Ordering 3–4 movements
- Beginning, middle, end structure
- Recognizing patterns in movement

These support early patterning and sequencing skills.

Aboriginal Connections/ First Peoples Principles of Learning:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: Taking care of ourselves in body and mind is an important skill throughout life to maintain our overall health as human beings. When students explore exercise, creative movement, and music, it enhances a state of calm and gives an outlet that many need to feel happy, relaxed, and productive. Happiness leads to mental health which is very important for all of us to have.

Universal Design for Learning (UDL)

Multiple Means of Engagement

- Choice of movements in many lesson plans
- Students can choose how big/small to perform movements
- Optional creative variations in Lesson 9
- Predictable Structure
- Repetitive dance patterns reduce anxiety
- Clear routines: warm-up → teach → practice → perform → cool down
- Freeze signal established before music begins
- High engagement through music
- Familiar, upbeat songs increase motivation
- Call-and-response format builds participation
- Whole-class performance promotes belonging

Multiple Means of Representation

- Teacher demonstrates every movement
- Exaggerated modeling for clarity
- Facing students first, then turning same direction
- Verbal prompts (“Slide left!” “Banana!”)
- Music provides embedded cues (Cha-Cha Slide)
- Counting out loud when possible to support rhythm
- Students physically practice before adding music

- Repetition builds muscle memory
- Multiple Means of Action & Expression
- Students can march instead of slide
 - Students can clap instead of step
 - Remove turns for balance challenges
 - Paired performance for some lessons
 - Observational participation
 - Informal Assessment
 - Students demonstrate learning through participation
 - No written or memory-based tests

Differentiated Instructions (DI)

- Practice without music first
 - Practice in smaller group
 - Provide extra repetition before full sequence
 - Repeat sections multiple times
 - Ensure large personal space areas
 - Allow movement breaks if overstimulated
 - Allow step-out option if overwhelmed
- For Students Needing Support:
- Remove turns
 - Reduce steps (right + left only)
 - Perform only upper-body movements
 - Stand near teacher for modeling
- For Students Ready for Challenge:
- Add level changes (low/high)
 - Add arms to footwork
 - Add tempo changes
 - Add quarter turns

Overview of Lessons:

Lesson 1

Name & Time (Minutes Allotted):	Moving Our Bodies – 45 minutes
Learning Standards: Curricular Competencies	<p>Healthy and active living</p> <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels <p>Social and community health</p> <ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • Proper technique for fundamental movement skills, including non-locomotor, locomotor, • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
Instructional Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate at least 3 locomotor or non-locomotor movements • Move safely in shared space • Respond to a freeze signal
Assessment:	<ul style="list-style-type: none"> • Participates in movement exploration • Demonstrates 3 different movements • Freezes safely when signaled • Maintains personal space
Teaching Strategies:	<ul style="list-style-type: none"> • Direct modeling (I Do → We Do → You Do)

	<ul style="list-style-type: none"> • Visual movement cards • Call-and-response freeze cue • Repetition for confidence • Clear safety expectations (“Dance feet, not running feet”) • Freezing/stopping the music if students get too out of control
Materials:	<ul style="list-style-type: none"> • Movement cards (stretch, clap, march, jump, twirl) • Level cards (high, medium, & low) • Screen down in the gym to separate classes • Bluetooth speaker • Cell phone for music/Spotify • Music <p> https://www.youtube.com/watch?v=mIBY-LQYkVA https://www.youtube.com/watch?v=t1zgGJTbups https://www.youtube.com/watch?v=wF3ECvvHEBg&list=RDwF3ECvvHEBg&start_radio=1 https://www.youtube.com/watch?v=bCbwCF_Lq1o&t=82s https://www.youtube.com/watch?v=5DiMoehAeOU&list=RD5DiMoehAeOU&start_radio=1 </p>
Lesson Activities:	
Introduction/Hook:	<p>Warm-Up (10 minutes)</p> <p>Steady beat Music = Baby Beluga by Raffi The teacher will model:</p> <ul style="list-style-type: none"> • Walk in gym space • Students will freeze when the music stops and the teacher yells “freeze!” • Students will then try
Body:	<p>Activity 1 – Movement Exploration (15 minutes)</p> <p>Music = Action Song by Kiboomers The teacher will:</p> <ul style="list-style-type: none"> • Hold up movement cards • Model to the students • Students copy • Cycle through stretch, clap, march, jump, twirl • When the music stops, students will “freeze” <p>Activity 2 – Levels (10 minutes)</p> <p>Music = The Dance Freeze Song 2 by Scratch Garden & Move and Freeze by P.E. with Mr. G. For the 1st song – the teacher will:</p> <ul style="list-style-type: none"> • Follow the songs directions & actions • Model for the students • Students copy & improvise when appropriate • Students will freeze when the song tells them to <p>For the 2nd song – the teacher will:</p> <ul style="list-style-type: none"> • Follow the songs directions & actions • Model for the students • Students copy • Students freeze when the song tells them to <p>Cool down (5 minutes)</p> <p>Music = Relaxing Disney Piano Collection 3 The students will follow the teacher’s modelling:</p> <ul style="list-style-type: none"> • Slow walking • Slow swaying

	<ul style="list-style-type: none"> • Slow stretching standing on feet
Closure:	Level cards (5 minutes) The teacher will: <ul style="list-style-type: none"> • Hold up (or say) level cards (high, medium, & low) • Students show those movements calmly

Lesson 2

Name & Time (Minutes Allotted):	Fast & Slow (30 minutes)
Learning Standards: Curricular Competencies	Physical literacy <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities
Learning Standards: Content	<ul style="list-style-type: none"> • Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
Instructional Objectives	<ul style="list-style-type: none"> • Demonstrate movement at two different tempos (fast/slow). • Adjust movement in response to visual tempo cues
Assessment:	<ul style="list-style-type: none"> • Responds correctly to fast cue • Responds correctly to slow cue • Maintains control (no running) • Participates in partner mirror
Teaching Strategies:	<ul style="list-style-type: none"> • Visual cue cards (turtle/rabbit) • Musical contrast • Partner mirroring • Freezing/stopping the music if students get too out of control • Direct modeling (I Do → We Do → You Do) • Clear safety expectations (“Dance feet, not running feet”)
Materials:	<ul style="list-style-type: none"> • Movement cards (fast & slow) • Gym space • Screen down to separate the classes • Bluetooth speaker • Cell phone with music (Spotify) • Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=vPrmY7labLA https://www.youtube.com/watch?v=yebNIHKAC4A&list=RDyebNIHKAC4A&start_radio=1 https://www.youtube.com/watch?v=KhfkYzUwYFk&list=RDKhfkYzUwYFk&start_radio=1 https://www.youtube.com/watch?v=QR8DsTtPBFg
Lesson Activities:	
Introduction/Hook:	Warm-up (5 minutes) Music = “We are the dinosaurs” by Laurie Berkner The teacher will: <ul style="list-style-type: none"> • Model marching at a steady beat • Explain that the song will state other things like eating and we will follow that • The students will join and follow the song with the teacher
Body:	Introduction & Activity (15 minutes) Music = “Golden” by K-Pop & “Sunshine in my pocket” by Justin Timberlake The teacher will: <ul style="list-style-type: none"> • Demonstrate FAST card, models quick march • Demonstrate SLOW card, models slow reach/sway

	<ul style="list-style-type: none"> • Quick class practice: 1 round FAST, 1 round SLOW • Quick class practice: Freeze once to demonstrate control <p>Activity 1 – “Golden” The teacher will:</p> <ul style="list-style-type: none"> • Explain that the tempo of the song changes from slow and builds to fast • Explain that they will hold up a sign that says slow or fast for the students to follow along with the song • Model and students will join in for the song • Freeze the song once in a while to get students to stop and freeze showing control <p>Activity 2 – “Sunshine in my pocket” The teacher will:</p> <ul style="list-style-type: none"> • Explain that the tempo of the song changes from slow and builds to fast • Explain that they will hold up a sign that says slow or fast for the students to follow along with the song • Model and students will join in for the song • Freeze the song once in a while to get students to stop and freeze showing control <p>Activity 3 – Partner Mirror (5 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Double up the students into partners that can work together • Explain that they will be taking turns being a “mirror” with their partner • One partner will move slowly and their partner copies them • Partners then switch and the other one has a turn being the mirror • If there is time, partners will practice that again but with different slow/calm movements
Closure:	<p>Cool down (5 minutes) Music = Ukulele instrumental Disney songs The teacher will:</p> <ul style="list-style-type: none"> • Tell students to do movements without talking (slow & fast) i.e. “Show me slow without talking”

Lesson 3

Name & Time (Minutes Allotted):	Pathways (45 minutes)
Learning Standards: Curricular Competencies	<p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities <p>Social and community health</p> <ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
Instructional Objectives	<ul style="list-style-type: none"> • Travel using straight, curved, and zigzag pathways. • Demonstrate spatial awareness while moving
Assessment:	<ul style="list-style-type: none"> • Identifies pathway visually • Moves in correct pathway shape • Avoids collisions

	<ul style="list-style-type: none"> • Stops safely
Teaching Strategies:	<ul style="list-style-type: none"> • Physical modeling • Cones/floor spots for boundaries • Gradual release practice
Materials:	<ul style="list-style-type: none"> • Bluetooth speaker • Cell phone with music (Spotify) • Gym space • Screen down to separate the space • Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=h2BZTjBLNXk&list=RDh2BZTjBLNXk&start_radio=1 https://www.youtube.com/watch?v=ZbZSe6N_BXs&list=RDZbZSe6N_BXs&start_radio=1 https://www.youtube.com/watch?v=ZiR2L9SAyLQ&list=RDZiR2L9SayLQ&start_radio=1&t=75s
Lesson Activities:	
Introduction/Hook:	<p>Hook/Introduction (10 minutes) Music = Chicken, banana The teacher will:</p> <ul style="list-style-type: none"> • Explain that today they will be travelling in different shapes • Review personal space rules • Hold up pictures of pathways one at a time (straight line) • Trace in the air with a finger so students can see what pathway is being described • Walk the pathway being described so students can visually see what pathway is being described • Get students to walk the pathways that are described for practice • Repeat for curved and zigzag shapes
Body:	<p>Guided practice (15 minutes) Music = "Happy" by Pharrell Williams The teacher will:</p> <ul style="list-style-type: none"> • Hold up one pathway card at a time • Students move in that shape • After 20 seconds → stop music and yell "freeze!" • Switch shape (curved and zigzag) • Rotate 2–3 times each depending on time <p>Creative Challenge (10 minutes) Students choose:</p> <ul style="list-style-type: none"> • One pathway • And one movement (march, tiptoe, sway) • Travel across the gym • Repeat if there is time to a different pathway and a different movement
Closure:	<p>Cool down and reflection (10 minutes) Music = Classroom Music for Kids (instrumental) The teacher will:</p> <ul style="list-style-type: none"> • Describe that they will be slow walking in curved lines and taking deep breaths • Model for the students • Students will copy and join • Ask students: <ul style="list-style-type: none"> "Which pathway was the easiest?" "Show me a slow zigzag pathway without talking." • Stretch arms etc. slowly

Lesson 4

Name & Time (Minutes Allotted):	Dancing Feelings – 45 minutes
Learning Standards: Curricular Competencies	Physical literacy <ul style="list-style-type: none"> Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments Healthy and active living <ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels
Learning Standards: Content	<ul style="list-style-type: none"> Proper technique for fundamental movement skills, including non-locomotor, locomotor, How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
Instructional Objectives	<ul style="list-style-type: none"> Express at least one emotion through body movement Adjust movement to match a visual feeling cue
Assessment:	<ul style="list-style-type: none"> Demonstrates emotion through movement Participates in group creation Connects movement to feeling verbally or physically
Teaching Strategies:	<ul style="list-style-type: none"> Emotional modeling Visual feeling cards Guided imagination (“How does happy move?”) Small-group exploration
Materials:	<ul style="list-style-type: none"> Gym space Screen down to separate classes Bluetooth speaker Cell phone with music (Spotify) Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=gs-aqFcAOQk&list=RDgs-aqFcAOQk&start_radio=1 https://www.youtube.com/watch?v=fBjVZ16XMng&list=RDFBjVZ16XMng&start_radio=1 https://www.youtube.com/watch?v=Rr8gOrdrqbw&list=RDRr8gOrdrqbw&start_radio=1
Lesson Activities:	
Introduction/Hook:	Warm-Up: Level Detective (8 minutes) Music: Cheerful Instrumental Bops <ol style="list-style-type: none"> Students walk safely around space. Teacher calls out: <ul style="list-style-type: none"> “LOW!” → students crouch or crawl “MEDIUM!” → students march or walk “HIGH!” → students reach or tiptoe Add freeze when music stops.
Body:	Activity 1: What Are Levels? (7 minutes) The teacher will: <ul style="list-style-type: none"> Show picture cards and model with the students: LOW Level <ul style="list-style-type: none"> Crouch Crawl Touch the floor Small shapes MEDIUM Level <ul style="list-style-type: none"> Walk March Twist

	<ul style="list-style-type: none"> • Shoulder sway <p>HIGH Level</p> <ul style="list-style-type: none"> • Reach up • Tiptoe • Big arm circles • Stretch tall <p>Ask:</p> <ul style="list-style-type: none"> • “Which level is tallest?” • “Which level is closest to the floor?” <p>Guided Practice: Level Pathway Travel (10 minutes) Music = “A Million Dreams” from the Greatest Showman Students travel around space:</p> <ul style="list-style-type: none"> • 8 counts LOW • 8 counts MEDIUM • 8 counts HIGH <p>Repeat with music. Add challenge:</p> <ul style="list-style-type: none"> • “Change level when music changes!” • “Change when I show a card!” <p>Creative Challenge: 3-Level Dance (12 minutes) Music = “Count on me” by Bruno Mars Students create a short sequence:</p> <ol style="list-style-type: none"> 1. Choose 1 LOW movement 2. Choose 1 MEDIUM movement 3. Choose 1 HIGH movement <p>Practice in order: LOW → MEDIUM → HIGH Repeat twice.</p>
<p>Closure:</p>	<p>Cool down (8 minutes) Music = A Million Dreams instrumental The students will follow the teacher:</p> <ul style="list-style-type: none"> • Stretch high • Slowly lower to medium • Curl into low shape • Reach up (inhale) • Slowly fold down (exhale) <p>Reflection The teacher will ask:</p> <ul style="list-style-type: none"> • “Which level was easiest?” • “Which level was hardest?” • “Show me your favorite level.”

Lesson 5

<p>Name & Time (Minutes Allotted):</p>	<p>Feelings & Levels (30 minutes)</p>
<p>Learning Standards: Curricular Competencies</p>	<p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities <p>Healthy and active living</p>

	<ul style="list-style-type: none"> Participate daily in physical activity at moderate to vigorous intensity levels <p>Mental well-being</p> <ul style="list-style-type: none"> Identify and describe feelings and worries
Learning Standards: Content	<ul style="list-style-type: none"> Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games Practices that promote health and well-being
Instructional Objectives	<ul style="list-style-type: none"> Combine a movement level with an emotion Respond accurately to dual visual cues
Assessment:	<ul style="list-style-type: none"> Demonstrates correct level Demonstrates correct emotion Combines both successfully Participates respectfully
Teaching Strategies:	<ul style="list-style-type: none"> Hold up two cards simultaneously Think-aloud modeling Freeze-and-check moments Positive reinforcement
Materials:	<ul style="list-style-type: none"> Gym space Screen down to separate classes Cell phone for music (Spotify) Bluetooth speaker Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=hdcTmpvD00I&list=RDhdcTmpvD00I&start_radio=1 https://www.youtube.com/watch?v=0076ZF4jg3o https://www.youtube.com/watch?v=pK-0KAHqAk0&list=RDpK-0KAHqAk0&start_radio=1
Lesson Activities:	
Introduction/Hook:	<p>Warm-up (5 minutes)</p> <ul style="list-style-type: none"> The teacher will give the students direction of what they are doing for their warm-up with reminders to be safe and controlled <p>Music = "I like to move it" from Madagascar</p> <p>The teacher calls:</p> <ul style="list-style-type: none"> "Happy!" → Students show happy movement. "Sad!" → Students freeze in sad shape. "Excited!" → Show excited safely. "Calm!" → Slow gentle movement. "Freeze!" when the music stops/pauses
Body:	<p>Activity 1 – Feelings and Levels (7 minutes):</p> <p>Music = "Kids Feelings and Emotion Song animation with a Little Spot"</p> <p>The teacher will:</p> <ul style="list-style-type: none"> Model examples and get students to join <p>Happy</p> <ul style="list-style-type: none"> High level Big arms Tall body Smiling face <p>Sad</p> <ul style="list-style-type: none"> Low level Small shape Slow movements

	<ul style="list-style-type: none"> • Head down <p>Excited</p> <ul style="list-style-type: none"> • High or medium • Quick arm movements (no jumping) • Big energy <p>Calm</p> <ul style="list-style-type: none"> • Medium level • Slow sway • Smooth arms <p>Ask:</p> <ul style="list-style-type: none"> • “Which level matches happy?” • “Which level matches tired?” <p>Have students practice each.</p> <p>Activity 2 – Feeling Dance (15 minutes) Music = “Happy Music for Kids” The teacher will:</p> <ul style="list-style-type: none"> • Put students into partner groups (2s) • Ask student pairs to choose 1 feeling at LOW & 1 feeling at HIGH (i.e. Sad & Excited) • Partners will create a sequence as Feeling 1 → Freeze → Feeling 2 • Partners will practice their sequence two times together • Partners will share their sequence with the class <p><i>If time</i> Activity 3 – Feeling Pathways Music = “The Kindness Song” by Songs For School The teacher will:</p> <ul style="list-style-type: none"> • Explain that students will travel through space showing a feeling • Happy → High straight pathway • Repeat using sad → Low curved pathway • Repeat using calm → Medium slow pathway • Play 60–90 seconds of music • Stop music → Freeze in emotion shape
Closure:	<p>Cool down (3 minutes) Music = “Happy Music for Kids” The teacher will:</p> <ul style="list-style-type: none"> • Lead students in <ul style="list-style-type: none"> ○ Slow calm sway ○ Deep breath in (arms up) ○ Slow breath out (arms down)

Lesson 6

Name & Time (Minutes Allotted):	Putting it All Together (45 minutes)
Learning Standards: Curricular Competencies	Physical literacy <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities Healthy and active living <ul style="list-style-type: none"> • Participate daily in physical activity at moderate to vigorous intensity levels

Learning Standards: Content	<ul style="list-style-type: none"> • Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games
Instructional Objectives	<ul style="list-style-type: none"> • Create a 4-movement sequence. • Perform movements in correct order
Assessment:	<ul style="list-style-type: none"> • Chooses 4 movements • Performs in order • Repeats sequence • Works cooperatively
Teaching Strategies:	<ul style="list-style-type: none"> • Card sequencing demonstration • Partner collaboration • Practice repetition • Circulating teacher feedback
Materials:	<ul style="list-style-type: none"> • Bluetooth speaker • Cell phone for music (Spotify) • Gym space • Curtain down to separate the classes • Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=ZbZSe6N_BXs&list=RDZbZSe6N_BXs&start_radio=1 https://www.youtube.com/watch?v=ipii7KbbJLY&list=RDipii7KbbJLY&start_radio=1 https://www.youtube.com/watch?v=R533DDds3RY&list=RDR533DDds3RY&start_radio=1 https://www.youtube.com/watch?v=Z5nFb4Qzo88&list=RDZ5nFb4Qzo88&start_radio=1
Lesson Activities:	
Introduction/Hook:	<p>Warm-up – Review Dance Elements (8 minutes) Music = “Happy” by Pharrell Williams Students will move freely as the teacher yells:</p> <ul style="list-style-type: none"> • “LOW!” • “HIGH!” • “ZIGZAG!” • “SLOW!” • “HAPPY!” • Pausing the music to “Freeze” once in a while
Body:	<p>Activity 1 – Build a Class Dance (12 minutes) Music = “Dance Monkey” by Tones and I The teacher will explain that they will be building a dance together with 4 parts:</p> <ul style="list-style-type: none"> • Part 1 → HIGH level • Part 2 → Straight pathway • Part 3 → Slow movement • Part 4 → Happy feeling pose • Add a “freeze!” to each section • Then practice as whole class <p>Activity 2 – Small Group Creation (15 minutes) Music = “Count on Me” by Bruno Mars The teacher will:</p> <ul style="list-style-type: none"> • Put students in pairs or groups of 3 • Explain that the group will make a 4-part dance creation with 1 level (high, medium, or low), 1 pathway (straight, curved, or zigzag), 1 tempo (fast or slow), & 1 feeling • Students will practice their dance several times in preparation to share with the class

	<p>Activity 3 – Sharing the 4-Part Dance Creations (7 minutes) Music = “Count on Me” by Bruno Mars</p> <ul style="list-style-type: none"> • Students will share their dance creations from activity 2 • Each group will receive clapping from the class • After each group, the teacher will ask “Which level, pathway, tempo, or feeling did you notice?”
Closure:	<p>Cool Down (5 minutes) Music = “A Sky Full of Stars” instrumental by Cold Play The teacher will lead cool down by doing:</p> <ul style="list-style-type: none"> • Slow sway • Reach high • Fold low • Deep breathing

Lesson 7

Name & Time (Minutes Allotted):	The Macarena (45 minutes)
Learning Standards: Curricular Competencies	Physical literacy <ul style="list-style-type: none"> • Develop and demonstrate safety, fair play, and leadership in physical activities Social and community health <ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • Practices that promote health and well-being
Instructional Objectives	<ul style="list-style-type: none"> • Follow a repeated movement sequence • Move safely in personal space • Perform a simple choreographed dance with music • Show confidence and participation
Assessment:	<ul style="list-style-type: none"> • Participates in movements • Attempts sequence • Stays in personal space • Moves safely
Teaching Strategies:	<ul style="list-style-type: none"> • Chunking to reduce memory load • Gradual release model – teacher demonstrates and students join in • Use of simple verbal cues and directions • Personal space reminders
Materials:	<ul style="list-style-type: none"> • Cell phone with music (Spotify) • Gym space • Curtain to separate classes • Bluetooth speaker • Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=WBqZB4_cJgl&list=RDWBqZB4_cJgl&start_radio=1 https://www.youtube.com/watch?v=llbBI-BT9c4
Lesson Activities:	
Introduction/Hook:	<p>Welcome & Expectations (3 minutes) The teacher will:</p> <ul style="list-style-type: none"> • Gather students in a circle

	<ul style="list-style-type: none"> • Say “Today we are learning a REAL dance that people all over the world know! It’s called the Macarena. It has a pattern that repeats over and over. Our job is to learn the pattern step by step.” • Review: <ul style="list-style-type: none"> ○ Stay in your own space ○ Eyes on teacher when learning ○ Small, safe movements <p>Warm-Up (5 minutes) Activity: Follow the Leader (No Music Yet) The teacher will lead the students in (model & then get students to join):</p> <ul style="list-style-type: none"> • March in place (8 counts) • Reach arms high (8 counts) • Touch toes low (8 counts) • Twist gently side to side (8 counts) • Say: <ul style="list-style-type: none"> ○ “Show me HIGH level!” ○ “Now LOW level!” ○ “Twist your body gently – no bumping!”
<p>Body:</p>	<p>Teach the moves to the Macarena (22 minutes) <i>Practice each part slowly 3-4 times...</i> The teacher will lead: Part 1 – The Arms</p> <ul style="list-style-type: none"> • Right arm straight out palm down • Left arm straight out palm down • Right arm palm up • Left arm palm up • Right hand to left shoulder • Left hand to right shoulder <p>Part 2 – Hands to Head, Side, and Hips</p> <ul style="list-style-type: none"> • Right hand to head • Left hand to head • Right hand left side • Left hand right side • Right hand to left hip back • Left hand to right hip back <p>Part 3 – Hips and Turn</p> <ul style="list-style-type: none"> • Point with fingers as turning • turn 90 degrees to right • Start over on Part 1 <p>Put It Together (10 minutes) The teacher will now combine all sections:</p> <ul style="list-style-type: none"> • Step 1: Perform full sequence slowly without music • Step 2: Try again slightly faster • Step 3: Add music at low volume
<p>Closure:</p>	<p>Cool Down (5 minutes) Music = “Rainbow Relaxation” The teacher will lead:</p>

	<ul style="list-style-type: none"> • Slow music or no music. • Sway side to side • Reach high • Slowly roll shoulders • Deep breath in and out
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Lesson 8

Name & Time (Minutes Allotted):	The Cha-Cha Slide (30 minutes)
Learning Standards: Curricular Competencies	Physical literacy <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities Social and community health <ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • Practices that promote health and well-being
Instructional Objectives	<ul style="list-style-type: none"> • Follow verbal dance cues (e.g., slide left, slide right). • Move safely in personal space while travelling. • Demonstrate awareness of direction (forward, backward, side). • Maintain a steady beat while moving. • Participate confidently in a whole-class choreographed dance.
Assessment:	<ul style="list-style-type: none"> • Attempts movements • Follows cues • Maintains personal space • Moves safely
Teaching Strategies:	<ul style="list-style-type: none"> • Before playing music, practice listening skills. Say “When you hear ‘left,’ what do you do?” and have them respond physically to build auditory awareness • Music off = freeze like a statue to prevent chaos • Call & response – Get students to repeat the direction i.e. “Slide to the left!” & have students repeat “Slide to the left!” • Reminders fast feet but calm bodies
Materials:	<ul style="list-style-type: none"> • Gym space • Curtain down to separate the classes • Bluetooth speaker • Cell phone with music (Spotify) • Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=7KnVSZbl-fk&list=RD7KnVSZbl-fk&start_radio=1 https://www.youtube.com/watch?v=9ekY8EvrZmM&list=RD9ekY8EvrZmM&start_radio=1
Lesson Activities:	
Introduction/Hook:	Welcome & Review (3 minutes) The teacher will: <ul style="list-style-type: none"> • Gather students in a circle • Say “Last class we learned a dance with a pattern. Today we are learning a dance where the MUSIC tells us what to do!” • Review expectations: <ul style="list-style-type: none"> Stay in your own bubble Watch and listen

	<p>Freeze when music stops</p> <p>Warm-Up – Direction Game (7 minutes) No music at first. The teacher will:</p> <ul style="list-style-type: none"> • Call out directions "Step left!" "Step right!" "Step back!" "March in place!" <p>Add rhythm:</p> <ul style="list-style-type: none"> • Clap steady beat and have students step to it • Repeat above directions "Step left!" "Step right!" "Step back!" "March in place!"
Body:	<p>Activity 1 – Movements Without Music (10 minutes) Part 1 – Slide Left & Right The teacher will show & then students will join:</p> <ul style="list-style-type: none"> • Step left together (2 steps) • Step right together (2 steps) • Repeat 3–4 times • Say "Slide like you're on the ice!" <p>Part 2 – Take it Back The teacher will show & then students will join:</p> <ul style="list-style-type: none"> • Step back slowly 2–3 steps • Return to center • Say "Tiny steps backward – no running!" <p>Part 3 – Cha-Cha Steps The teacher will show & then students will join:</p> <ul style="list-style-type: none"> • Step-step-step in place (quick rhythm) & count "1-2-3!" • Practice several times <p>Activity 2 – Practice with Music (15 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • "The song will tell us what to do so listen carefully!" <p>The teacher will:</p> <ul style="list-style-type: none"> • Pause music after first section • Repeat section again • Gradually allow longer play time • Repeat full sequence 2–3 times <p>Activity 3 – Whole Class performance with Music (5 minutes)</p> <ul style="list-style-type: none"> • The class will perform together without stopping • See how far they can get!
Closure:	<p>Cool down (5 minutes) Music = Quiet Classroom Music for Children The teacher will lead:</p> <ul style="list-style-type: none"> • Slow stepping

	<ul style="list-style-type: none"> • Gentle stretches • Deep breath in and out
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Lesson 9

Name & Time (Minutes Allotted):	Banana, Banana, Meatball (45 minutes)
Learning Standards: Curricular Competencies	<p>Physical literacy</p> <ul style="list-style-type: none"> • Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments • Develop and demonstrate safety, fair play, and leadership in physical activities <p>Social and community health</p> <ul style="list-style-type: none"> • Develop and demonstrate respectful behaviour when participating in activities with others
Learning Standards: Content	<ul style="list-style-type: none"> • How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games • Practices that promote health and well-being
Instructional Objectives	<ul style="list-style-type: none"> • Perform a repeated movement pattern in time with music • Demonstrate awareness of tempo (fast vs. slow) • Move safely within personal space • Use expressive movements (silly, big, small) • Participate confidently in a whole-class dance
Assessment:	<ul style="list-style-type: none"> • Attempts full pattern • Demonstrates beat awareness • Uses safe movement • Engages with expression
Teaching Strategies:	<ul style="list-style-type: none"> • Call & response i.e. Teacher says “Banana! Banana!” Students say “Meatball!” • Exaggerated modelling with big movements • Chunking into parts for memory • Music off = freeze
Materials:	<ul style="list-style-type: none"> • Music: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=BO9g4U2P3ig&list=RDBO9g4U2P3ig&start_radio=1 https://www.youtube.com/watch?v=pd4j9osCNT4&list=RDpd4j9osCNT4&start_radio=1&t=50s
Lesson Activities:	
Introduction/Hook:	<p>Welcome & Introduction (3 minutes)</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Gather students in a circle • Say “Today we are learning a SILLY dance that has a repeating pattern. You will hear the same words over and over – that helps our brains remember!” • Review expectations: <ul style="list-style-type: none"> ○ Stay in your bubble ○ Freeze when music stops ○ Small safe movements <p>Warm-Up – Rhythm & Echo Game (7 minutes)</p> <p>No music yet.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Clap a simple rhythm (Clap–Clap–Clap) & students echo • Say “Banana Banana Meatball” & students echo • Add simple movements: <ul style="list-style-type: none"> Reach high

	Squat low Wiggle side to side
Body:	<p>Teach the Dance (15 minutes)</p> <p>Part 1 – Banana Banana The teacher will:</p> <ul style="list-style-type: none"> • Step right, step right & say “banana to the right!” • Step left, step left & say “banana to the left!” • Repeat several times <p>Part 2 – Meatball The teacher will show & students join in:</p> <ul style="list-style-type: none"> • Squat down low • Roll arms like stirring and say “Stir the big meatball!” • Stand up and clap • Repeat several times <p>Part 3 – Combine the Pattern The teacher will show & students join in:</p> <ul style="list-style-type: none"> • Banana right → Banana left → Meatball • Repeat slowly 3–4 times <p>Part 4 – Add music (15 minutes) The teacher will say:</p> <ul style="list-style-type: none"> • “Now the song will help us!” <p>The teacher will:</p> <ul style="list-style-type: none"> • Model & students will join in • Pause after first round • Repeat • Perform full dance 3–4 times
Closure:	<p>Cool down (5 minutes)</p> <p>Music = Happy Relaxing Guitar Music for Kids</p> <p>The teacher will lead students in:</p> <ul style="list-style-type: none"> • Slow sway • Gentle stretch • Deep breathing

Resources:

<p>Lesson 1:</p> <p>https://www.youtube.com/watch?v=mIBY-LQYkVA</p> <p>https://www.youtube.com/watch?v=t1zgGJTbups</p> <p>https://www.youtube.com/watch?v=wF3ECvvHEBg&list=RDwF3ECvvHEBg&start_radio=1</p> <p>https://www.youtube.com/watch?v=bCbwCF_Lq1o&t=82s</p> <p>https://www.youtube.com/watch?v=5DiMoehAeOU&list=RD5DiMoehAeOU&start_radio=1</p> <p>Lesson 2:</p> <p>https://www.youtube.com/watch?v=vPrmY7labLA</p> <p>https://www.youtube.com/watch?v=yebNIHKAC4A&list=RDyebNIHKAC4A&start_radio=1</p> <p>https://www.youtube.com/watch?v=KhfkYzUwYFk&list=RDKhfkYzUwYFk&start_radio=1</p> <p>https://www.youtube.com/watch?v=QR8DsTtPBFg</p> <p>Lesson 3:</p> <p>https://www.youtube.com/watch?v=h2BZTjBLNXk&list=RDh2BZTjBLNXk&start_radio=1</p> <p>https://www.youtube.com/watch?v=ZbZSe6N_BXs&list=RDZbZSe6N_BXs&start_radio=1</p>

https://www.youtube.com/watch?v=ZiR2L9SAyLQ&list=RDZiR2L9SayLQ&start_radio=1&t=75s

Lesson 4:

https://www.youtube.com/watch?v=gs-aqFcA00k&list=RDgs-aqFcA00k&start_radio=1

https://www.youtube.com/watch?v=fBjVZ16XMng&list=RDfBjVZ16XMng&start_radio=1

https://www.youtube.com/watch?v=Rr8gOrdrgbw&list=RDRr8gOrdrgbw&start_radio=1

Lesson 5:

https://www.youtube.com/watch?v=hdcTmpvD00I&list=RDhdcTmpvD00I&start_radio=1

<https://www.youtube.com/watch?v=0076ZF4jg3o>

https://www.youtube.com/watch?v=pK-0KAHqAk0&list=RDpK-0KAHqAk0&start_radio=1

Lesson 6:

https://www.youtube.com/watch?v=ZbZSe6N_BXs&list=RDZbZSe6N_BXs&start_radio=1

https://www.youtube.com/watch?v=ipii7KbbJLY&list=RDipii7KbbJLY&start_radio=1

https://www.youtube.com/watch?v=R533DDds3RY&list=RDR533DDds3RY&start_radio=1

https://www.youtube.com/watch?v=Z5nFb4Qzo88&list=RDZ5nFb4Qzo88&start_radio=1

Lesson 7:

https://www.youtube.com/watch?v=WBqZB4_cJgl&list=RDWBqZB4_cJgl&start_radio=1

<https://www.youtube.com/watch?v=IlbBI-BT9c4>

Lesson 8:

https://www.youtube.com/watch?v=7KnVSZbl-fk&list=RD7KnVSZbl-fk&start_radio=1

https://www.youtube.com/watch?v=9ekY8EvrZmM&list=RD9ekY8EvrZmM&start_radio=1

Lesson 9:

https://www.youtube.com/watch?v=BQ9q4U2P3ig&list=RDBQ9q4U2P3ig&start_radio=1

https://www.youtube.com/watch?v=pd4j9osCNT4&list=RDpd4j9osCNT4&start_radio=1&t=50s

Extensions to Unit:

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Reflections and Revisions

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