



Equipment	Chosen music, small props (optional)
Learning Outcome	Demonstrate teamwork skills and create movements and facial expressions to perform an expressive dance.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or sanitize the props before and after the activity.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of the role expression plays in dance. Share with students that expression in dance refers to the emotion or thought expressed to the audience, via movements, body language, and facial expressions. Explain to students that expression in dance is a way to tell a story through movement. Invite students to think of different emotions (e.g. happy, sad, angry, etc.) and to come up with ways to express these emotions with different movements and facial expressions.



Activity Description

If utilizing a flipped classroom approach, ask students to demonstrate the emotions and associated movements they came up with before class time. If not utilizing a flipped classroom approach, provide students with an overview of the role expression plays in dance. Share with students that expression in dance refers to the emotion or thought to the audience, via movements, body language, and facial expressions. Explain to students that expression in dance is a way to tell a story through movement. Invite students to think of different emotions (e.g. happy, sad, angry, etc.) and to come up with ways to express these emotions with different movements and facial expressions.

Divide students into groups of 3 and invite each group to find a space where they can work together to develop an expressive dance. Before students begin planning their dance, discuss different ideas for stories they could tell with their dance. These can be from popular movies, books, or children's fairy tales. Ensure that each group has an appropriate story to tell based on difficulty level.

Groups work develop an expressive dance that includes the following:

- Appropriate movements to express the intended idea, attitude, feeling, or theme
- A powerful opening statement
- A series of actions rising to a climax
- A resolution or concluding statement

Invite groups to utilize props for their dance and music to perform their dance. Provide groups with time to develop their dance and then invite each group to perform their dance for another group. Ask students to practice providing both positive and constructive feedback after watching another group's dance.



Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What movements did your group use to convey different emotions?*
- *What did you learn or enjoy about watching the other group's dance?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Complete the activity in a space with minimal distractions.	Students follow the teacher's guided movements to express emotions from a chosen story.	Students use the required equipment for them to complete the activity successfully.	Increase or reduce the number of students per group.



Observing Learning Outcomes

Sample questions to observe learning outcomes include:

- Is the student able to successfully demonstrate cooperation with other group members?
- Is the student able to successfully demonstrate various expressive movements to convey a story or message?
- Is the student able to successfully demonstrate various facial expressions to support their movements?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Can-Can You Dance to the Music](#)