

Materials	Access to the internet
Learning Outcome	Develop the movement concepts of sequence, gesture, turns, and authentic interpretation and expression.

Description

Ensure there is enough space to do the activity away from any safety hazards. Explain to the child that they will listen to a song and think of different ways to move to the song.

Play Jacques Offenbach's Can-Can one time for the child and have them listen to the music while thinking about the following questions:

- What instruments are being played and when?
- How does the energy and pace of the music change to form sections?
- Can you use words to describe the various sections of the music (e.g., bouncy, energetic, carefree)?
- How would you express these words in a dance to each section of the music?
- How could your facial expression change as you dance to different sections of the music?
- How would you conclude your dance with a posture that represents the closing of the music?

Provide the child with time to practice different moves and expressions to each section of the music and remind them to conclude the dance with a posture that represents the closing of the music.

When ready, ask the child to share their movements to the music.

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 activity. Consider asking the child the reflection questions below and discuss the answers together.

- How did the movements of your body, your action, and your energy change throughout the different sections of the music?
- How did you move about the space when you danced? If you did not move about the space a lot, how could you modify your dance so you could move more?



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.		The child stays in one place and moves as many different body parts as possible to the rhythm and energy of the music.		The child uses a wall or other type of support equipment to maintain their balance throughout the dance.		The child can dance with a partner and work together to create a dance.