

Materials	Music
Learning Outcome	Develop creativity and critical thinking while applying movement concepts.

Description

Invite the child to choose a song they like and create a movement sentence lasting approximately 30 seconds.

The movement sentence must have a beginning, middle, and final movement. It should reflect a particular emotion (e.g., joy) about a particular social situation (e.g., rainfall after a draught). Provide the child with time to brainstorm and practice their movement sentence and support as required. Have the child perform the movement sentence when they are ready. Consider challenging the child further by asking them to create several movement sentences to form a movement paragraph of about 1-2 minutes in length.

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.

- What was the most challenging part of developing your movement sentence? Why?
- What speeds were your movements? Were your movements high or low? Did you move in a straight line or curved lines?



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 moves through the playing area choosing different movements based on their abilities.	Place a chair or other stabilizing object beside the child to hold while performing the movements.	The child faces another individual and follows their movements.