

Equipment	Music of choice, speaker
Learning Outcome	Identify basic elements of dance and demonstrate them using different body movements.
COVID-19 Safety Precautions	Ensure that students stand in a circle large enough to follow physical distancing guidelines.

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 basic elements of dance (time, space, energy, weight). Encourage students to practice the different dance elements in front of a mirror or in front of a family member. The chart below can be used to support the development of the video or written instructions. Depending on the grade level of the students, consider choosing to explain and focus on 1-2 of the elements listed below.

Basic Elements of Dance	
<p>Time (When we move) Speed: Slow, medium, fast, freeze, suspend Rhythm: Pulse, beat, pattern</p>	<p>Space (Where we move) Place: Personal, general Size: Small, medium, big Level: Low, middle, high Direction: Forward, backward, left, right, up, down, diagonal Pathway: Straight, curved, zigzagged, turning</p>
<p>Energy (How we move) Light, strong, weak, sharp, smooth</p>	<p>Body (What we move) Parts of the body, whole body</p>

Activity Description

Introduce and demonstrate the basic elements of dance using the chart to support you. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or document.

For younger grades, ask students to form one large circle at an appropriate distance from each other. Start the music encouraging students to move their body as they would like within their space. At different times, call out an element of dance and ask students to demonstrate how to move their body. Continue calling out different elements and having students demonstrate them. Consider changing songs throughout the activity. To challenge students, consider calling out two different elements to demonstrate (e.g., slow and big, etc.).

For older grades, divide the class into groups of 5-6 students. Ask each group to form a circle an appropriate distance from each other. Start the music, encouraging students to move their body as they would like within their space. Call out an element of dance and one student in each group moves to the center of the circle to perform a dance movement demonstrating this element. Once the student performs the move in the middle, the other students in the group copy the movement. Students take turns moving into the middle of the circle and demonstrating the elements of dance as they are called out. To challenge students, consider calling out two different elements to demonstrate (e.g., slow and big, etc.).

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.

- How can different elements can be used to convey feelings (e.g., sharp movements can convey anger, freeze movements can convey fear, etc.).
- Which dance element was the easiest for you to perform? Hardest?



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 move their bodies freely to demonstrate different elements of dance without anything being called out.	Students hold the back of a chair or other stabilizing object while performing the movements.	Students follow the movements of another group member throughout the activity.

Observing Learning Outcomes

Consider the following when observing student learning:

- Is the students able to successfully follow directions throughout the activity?
- Is the student able to successfully recall different elements of dance as demonstrated with their body movements?
- Is the student able to successfully perform body movements that align with the music (e.g., movements align with rhythm and beat of the song, etc.)?

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.

[Dance in Time and Space](#)