Germantown Municipal Schools District Physical Education Curriculum Guide

Physical Education (K-2) Module 4

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| *\*\*The material below should be covered within this time frame; specific pacing should be determined in school-based PLCs\*\** | |
| **Topic: Rhythmic Movements and Educational Gymnastics** | |
| **Overview:**  The movement potential of children can be enhanced through music, dance, and other rhythmic forms. Rhythm can produce a greater intensity of movement, as well as increased participation, interest, and enjoyment. Utilization of partner and group formations during dance encourages the development of social and personal skills. Dance and rhythm activities foster creative movement and promote and improve basic body concepts, spatial awareness, and motor control. Additionally, dance may be used to develop cultural awareness. Gymnastics activities are an important component of children’s experiences and movement. Balance, stunts, and tumbling activities are closely related. The activities in this module include numerous animal movements, balance stunts, simple partner activities and tumbling skills all of which may be instructed with or without equipment. Rope Jumping provides vigorous, total body conditioning for children. Physical parameters developed included: fitness, general coordination, rhythm and timing, muscular strength and cardiovascular endurance. | |
| ***Essential Question(s):***  What do you already know about balance?  How is rhythm applied in the real world?  How can you express feelings through rhythm and dance?  What dances have you done with family and friends?  What do you know about gymnastics? And, how do you know it.  How is jump rope both a fitness and a rhythmic activity. | ***Tier III Vocabulary:***  Balance  Stunts  Tumbling  Dance  Rhythm  Flexibility  Agility  Strength  Animal movements  Coordination  *\*Tier II Vocabulary should be taught as referenced in the text.* |
| ***Student Performance Indicators (SPIs):***  *\*\*It is expected and understood that all physical education skills will be taught continuously throughout the school year in each unit of study. This spiraling of instruction allows for depth of knowledge and student mastery.*  *The standards listed below may be used to create common formative assessments for this academic quarter. \*\**  **State of Tennessee (K-2) Physical Education Standards**  **Standards:**  Movement Forms/Motor Skills and Movement Patterns  1.1.3 balance or transfer weight from one body part to another  1.1.4 perform a simple movement pattern using rhythmic activities  1.2.5 create a simple three part movement sequence  1.2.6 demonstrate the role of body movement in the expression of feelings and ideas  1.2.7 understand the role of rhythmic activities in social development  1.2.8 create a simple three part movement sequence  1.2.9 participate in a wide variety of rhythmic activities that involve locomotion, non-locomotion, and the manipulation of various objects  1.2.17 perform a movement sequence using a variety of body parts which combine the skills of balancing and weight transfer  1.2.18 roll smoothly in a forward direction without stopping or hesitating, with the head tucked, rolling up to the feet  1.2.19 balance, demonstrating momentary stillness in symmetrical and non- symmetrical shapes, on a variety of body parts  1.2.20 move feet into medium/high level by placing weight on the hands and landing with control  1.3.1 create a sequence in gymnastics and in dance using a variety of movements and objects  Movement Concepts and Principles:  2.1.4 identify static and dynamic balance in the context of educational gymnastics  2.1.5 recognize the concept of time in response to rhythmic accompaniment  2.2.3 maintain momentary stillness bearing weight on a variety of body parts  2.2.4 use movement concepts for the purpose of expression  2.2.5 use the concept of time in response to rhythmic accompaniment  2.3.1 design and perform a simple movement pattern in a gymnastics sequence, in a games context, and in a rhythmic activity | ***Content:***  *\*\*Content listed in the section is recommended in order to appropriately teach the identified standards. Teachers have the liberty to adjust and supplement the content listed in order to suit the needs of their students.\*\**   1. Rhythmic Activities    1. Explore performance of previously learned locomotor skills to rhythm or dance to music. Skills include: walking, running, hopping, skipping, galloping and sliding to music; moving to music with a partner or in a group, with others in a circle and in a square.       1. Perform locomotor skills to music.       2. Demonstrate an understanding of the relationship of rhythm to performance.       3. Demonstrate care and concern for self and others.    2. Educational Dance and Rhythms       1. Demonstrate folk dances, creative movement, and rhythm sticks       2. Demonstrate loco-motor and non-loco-motor skills, and gestures to perform folk dances.       3. Demonstrate care and concern for self and others. |
| ***Cross-Curricular Connections/Applications*** | |
| ***ELA/Literacy Standard:***  CCSS.ELA-Literacy.CCRA.R.4  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | ***Connections:***  **CCSS.ELA-Literacy.CCRA.R.4**  **I**nterpret words, phrases, and movement as they are used in a physical activity, including determining connotative, psychomotor and figurative meanings, and analyze how specific word choice, physical placement or movement shape meaning or tone.  **Applications:**  Students will analyze gymnastic and dance routines to determine the meaning and tone represented. Students will use speed, force, direction and body language to understand a director’s purpose. |
| ***Numeracy Connections:***  **4. Model with Mathematics**  ● Reflect on whether the results make sense, possibly improving/revising the model.  ● Apply the mathematics they know to solve everyday problems. | ***Connections:***  **4. Model with Mathematics**  ● Reflect on whether the results make sense, possibly improving/revising the model.  ● Apply the mathematics they know to solve everyday problems.  Applications:  After creating a dance and/or gymnastics routine students will reflect on the end product to determine whether the product should be revised. Students will use their knowledge of 8, 6, 4, or 2 to reflect on their product. |
| ***ASSESSMENT /EVALUATION*** | |
| Teacher will evaluate the movement patterns of the dance.  Teacher will evaluate movement and the timing of the movement to align with the rhythmic expectation of the dance.  Teacher will evaluate the combination of movements and the alignment of those movements to the rhythm of the music. | |
| ***Vocabulary*** | |
| **Glossary** | **Definition** |
| Balance | Someone or something in which weight is equally divided to be able to stay in one position-be under control while moving |
| Stunts | A performance displaying a persons flexibility |
| Tumbling | To preform gymnastic tasks of skill and agility i.e. somersault |
| Dance | To move the body and feet in rhythm to music |
| Rhythm | Movement patterned with a beat |
| Flexibility | Range of motion around a joint |
| Agility | the power of moving quickly and easily |
| Strength | the ability to do things that demand physical effort |