

**Elementary Sports Dance  
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**Age-group/Range:** Intermediate Grades

**SHAPE America National Standards for Physical Education:**

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**National Standards for Dance Education:**

**1** - Identifying and demonstrating movement elements and skills in performing dance.

**2** - Understanding choreographic principles, processes and structures.

**4** - Applying and demonstrating critical and creative thinking skills in dance.

**Objectives:**

**As a result of participating in this learning experience students will:**

1. be able to create stationary shapes in their own personal space to represent selected sport photos.
2. be able to create a sequence of shape, locomotor skill, and shape using a selected action word to create the locomotor skill.
3. work within a small group to spatially arrange their movement sequences.
4. to create a shape sculpture to end their group dance.

**Instructional Strategies:**

**Guided Discovery** – using photos, students’ creativity will be stimulated by the actions and shapes in the photos

**Equipment:** CD player, laminated sport photos, masking tape, cones, index cards (11) or paper on clipboards (11; one for each photo)

**Music:** ESPN Presents: Jock Jams Vol. 3 from 1997

**Suggested Lesson Time:** 30 minutes

**Introduction:**

**5-7 minutes**

Organization of Equipment: Have a variety of laminated sport photos taped on to cones and randomly spread throughout the gymnasium area. Large index cards should be placed by each cone OR a clip board with a piece of line paper on it or an index card (number the index card so that it matches the photo) should be placed by each cone. A magic marker should also be placed by each cone.

Gather students together to have them view 2-3 sport action photos. Ask the students to describe what shapes they see in the photos and to also think of some action words or adjectives to describe the photos.

Students are organized into groups of approximately 3 students per group. They are asked to go to a minimum of 4 different photos and to describe the photos using adjectives or action words.

**Teacher Cue:** If students CANNOT generate action words or adjectives, provide them with choices on an index card or taskcard. Students could then select an appropriate action word or adjective.

At the conclusion of this activity, the teacher will ask the students to bring the cones, magic markers, and their matching index cards to the front of the class. The cones (with the photos on them) and the cards are spread out along the entire front sideline of the gymnasium.

### **Progression #1: Sport Shapes**

**5-7 minutes**

A) Students are asked to choose two of the photos for the purpose of creating their dance. The teacher should explain to the students that they will be asked to create the **shapes** made by the athletes in the two photos they selected. **(Have about 12 action photos; 2 are included in this lesson plan)**

B) Students should create these shapes (stationary shapes) in their own personal space out on the gymnasium floor.

C) NOW Have students perform each movement for 8 counts; you can use a drum beat or the music selected for the lesson plan.

**Teacher Cue:** Students may need to “revisit” their photo during this creating phase of the lesson.

### **Progression #2: Connecting the Two Shapes**

**7 minutes**

Randomly select a student to choose one of the action words or adjectives that has movement possibility. Have students then experiment with how to translate that word into a connecting movement between their two shapes. Require students to travel to express the action word.

**Teacher Option:** You can have two-three students select different action words and then allow class to choose which action word they like the best as their transition locomotor movement.

Play music so students can perform their sequence of **SHAPE + ACTION WORD TRAVELING + SHAPE**

**Teacher Cue:** Have one half of the class demonstrate/perform for the other half. Ask students who observed, “What did you see that was exciting?”

### **Progression #3: Group Choreography**

**10 minutes**

A) Organize students into groups of 3; if you have an uneven number of students, have one group of two.

B) Ask students, in each group, to show each other their movement sequences.

C) Then have students decide how to perform each of the sequences “as a group”. They will not be learning each other’s sequences, only performing them in relationship to each other. So, they need to determine the following:

- Starting place for each dancer – for the start all dancers should be **far apart** or separated
- **Pathway** for each dancer
- Ending spot for each dancer – for the ending, the shapes made by the dancers must be **near** each other to form a “sculpture”

### **Closure:**

Have 2-3 groups perform at one time. Have students assess if their ending shape formed a recognizable sculpture.

### **Lesson Option:**

If students cannot remember the sport shapes, the cones with the photos, could be kept spread out in a scattered formation throughout general space. Students could then move from cone to cone creating the shapes of the athlete’s actions in the photos. Students could travel to 4-5 different cones and make a variety of different shapes.

After this progression, the teacher could provide a transition movement or action word for students to use as they travel from one cone to another. For example, students could **EXPLODE** from one cone to another or **DODGE** an imaginary opponent.



**PICTURE #1 – PUNCH, POW,  
STRETCH**



**PICTURE #2 – OUCH, GRAB, ROLL**