

LEVEL	UNIT	LESSON Number 5	EQUIPMENT
Second Grade	Flag Football	Rhythms and Pathways	Noise maker (Maraca, can with pennies, tambourine), stereo, music for lesson.

Objectives

1. Students will create a dance using four different body parts and four distinctly different ways of traveling.
2. Students will move safely through space.
3. Students will verbally describe the movements they used to do the dance.
4. Students will have fun.
5. Students will be respectful of each other as they watch any performances from their classmates.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1	10	<p>Play Shipwreck</p> <p>Keep the commands moving quickly so that the students can get a good warm up. Students lagging can be given an activity to do for one round of the game. You can even have six stations with fitness cards on them, having the students choose one to do while the class plays the next round. Each time they are out on the side, they should choose a different exercise to do.</p>	
Part 2	8	<p style="text-align: center;">RHYTHMS AND PATHWAYS</p> <p>FOCUS: Rhythmical locomotor movements EQUIPMENT. Drum or tambourine; music in 4/4 time; tape or record player ORGANIZATION: * Children explore moving rhythmically in different pathways, directions, and levels. * Have them begin in an own space.</p> <p>DESCRIPTION OF ACTIVITY-</p> <p>1. Traveling Movement You are my <i>Magical Paintbrushes</i>. Dip your feet into the paint and travel to my tambourine (steady shaking), painting wiggly lines all over the floor. Can you paint wiggly lines while moving backwards to your home? Show me how you can stamp a straight line on the floor, moving forward, backwards, sideways. <i>Give each of these directions one at a time, allowing time for the students to try them before introducing the next one.</i></p> <p>2. In Place Movement Now put some imaginary paint on your nose. How can you draw a circle? A curvy line? A straight line that goes up and down; that moves from left to right? A wiggly line? Put some paint on your 'belly button.' What kind of patterns can you paint now? Let your head be the paintbrush; one foot; one hand. <i>Give each of these directions one at a time, allowing time for the students to try them before introducing the next one.</i></p> <div style="text-align: center;"> </div>	
Part 3	10	<p>3. Listen to the music being played. You are going to make a Painting Dance. Think of all the different pathways and patterns you painted in the first part of the lesson. Straight,</p>	

		<p>winding, curvy, zigzag, spiral, figure-8, circle, triangle, and diamond pattern.</p> <p>The first part of the song is for painting in your own space. Choose one body part to paint with; as you paint it should be obvious which part you are choosing. Remember to paint in time to the music!</p> <p><i>Do this a couple times with the in place music only TRACK 1. Then explain that they are going to choose a total of four parts to paint with, each time the in place music comes on, they will use one of their four parts to do the in place movement with. Point out the students who are doing cool patterns or are making it obvious what the part they are painting with is.</i></p> <p><i>When you are satisfied you can move onto the traveling part of the dance. TRACK 2.</i></p> <p>4. Remember you did some traveling using different patterns, levels and directions? Here is the music for that part of the dance. You should choose one way to travel, maybe it's backwards on hands and feet, or maybe it's sliding sideways in a medium level. What ever it is, remember you are painting a picture with the body parts that are touching the ground, so make your picture interesting! When the music begins, you can begin your traveling.</p> <p><i>Do this a couple times with the traveling music only TRACK 2. Then explain that they are going to choose a total of ways to travel and paint with, each time the traveling music comes on, they will use one of their four ways of traveling to do while the music plays. Point out the students who are doing cool patterns or ways of traveling.</i></p> <p><i>When you are satisfied you can move onto the combination of the dance. TRACK 3.</i></p> <p>5. This time I am going to play the whole song. When the in place music is on, you will paint with one of your four body parts in your own space, just like you practiced a minute ago. When the music begins for the traveling, choose one of your four ways of traveling to paint a pattern on the floor. When the music stops, freeze. <i>After you have them do this one time, using TRACK 3, move onto track 4 where the song is played four times in a row.</i></p> <p>6. Ok, now we are going to put the whole dance together. You have four body parts you have chosen to paint with in own space and four ways of traveling to paint a pattern on the floor and through space. Each time the music changes, you will use one of your chosen movements. Let's try it. <i>Watch as they move in place, complimenting the students who do a great job, and remind them to be safe as they travel when they are painting their paths through space and on the floor. Point out people who use different directions or levels during their traveling. You can even have a couple students show off their dances if you have time, or have them get in partners to show their partner the dance they have created. If you put them in partners or show off the dances of a few, explain the importance of being a good audience. Everyone is different and it's important to appreciate all types of art and its interpretations. You can learn something from everyone, even might find some cool ideas for yourself!</i></p>	
Closure	2	What ways did you travel today doing the painting dance? What body parts did you use to paint with in your own space?	