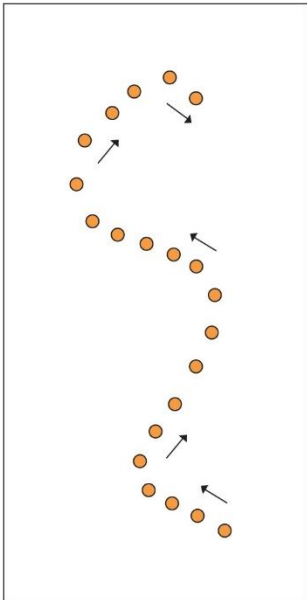


# Sparkle Jump

Hannah Sharples, Mitra Paysen, Jessica Smith, John Titanic, and Nick Kruks

<p><b>Grade: 4      Lesson 4 of 10</b></p> <p><b>Topic:</b> Full-body coordination, body awareness, rhythm to music</p> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Better When I'm Dancin' - Meghan Trainor</li> <li>• Cones to line up at for group activity</li> <li>• Stereo &amp; iPod or other device</li> </ul>	<p><b>Lesson learning outcomes – Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Coordinate their body to jump rhythmically to the beat of the music</li> <li>• Engage in fundamental movement skills of jumping, hopping, and propelling themselves forward through space</li> <li>• Move arms in the opposite direction of extended back leg</li> <li>• Attend to and follow instructions for specific dance movements</li> <li>• Synchronize sparkle jump with classmates while moving forward across the gym floor in groups</li> </ul>	
<p style="text-align: center;"><b>Lesson Focus - Skill Building Activity</b></p>	<p style="text-align: center;"><b>Organization</b></p>	<p style="text-align: center;"><b>Teaching points</b></p>
<p><b>Exploration:</b> 2 min (John)</p> <ul style="list-style-type: none"> <li>• Prior to activity ask students if any of them are familiar with Conga lines. For the student who is, if comfortable, ask them to lead the group. Students form a Conga line (without touching each other) and are encouraged to dance to the rhythm of the music as they move throughout the gym.</li> <li>• After 30 seconds, ask the students to mimic the dance moves of the individual in front of them.</li> <li>• The goal is for students to practice moving their arms and legs rhythmically to the music while learning to synchronize their movements to the person in front of them in preparation for the group dance.</li> </ul> <p><b>Instruction:</b> 6 min (Nick, Hannah, Mitra)</p> <p><u>Jump Instruction:</u></p> <ul style="list-style-type: none"> <li>• Relating back to activities explored in conga-line</li> <li>• Go over two-footed jump (mention need of arms to help propel in air)</li> <li>• Prompts: “Jump as high in the air as you can!” “Reach for the sky as you jump!”</li> <li>• Go over hop from one foot to the other “Make sure your feet are nice and quiet as you land” “Be sure to focus on your balance as you land on one foot”</li> <li>• <b>UD:</b> For students not able to jump, can do the same body movements and just step and tap feet.</li> </ul> <p><u>Adding “Sparkle” to jump:</u></p> <ul style="list-style-type: none"> <li>• Instruct students to imagine themselves at the centre of a 3D box.</li> <li>• When jumping, instruct students to raise hands towards the side of the body that their single foot will land on (e.g., if landing on</li> </ul>	<ul style="list-style-type: none"> <li>• The following diagrams show different layouts of instruction within the outside border of the gym, a safe distance from the wall.</li> </ul> <p><b>Conga Line:</b></p> 	<ul style="list-style-type: none"> <li>• Important for students to be aware of their own personal space, and respect the space of those around them</li> <li>• Land on ball of foot for a quieter jump</li> <li>• Show examples of each step to visually help students understand</li> <li>• Check for understanding - thumbs up, side, down - can give extra instruction to those who need</li> <li>• Allow for questions</li> </ul>

right foot, hands are raised to the right side), as if they are trying to touch the top corner of the “box”.

- Next, instruct students to extend their leg behind their body, in the opposite direction of arms, as if they are touching the bottom corner of the box opposite to their arms with their foot.
- Students alternate the direction of hands and legs and they land on their right and left feet.
- **UD:** Instead of jumping, arms can be raised from side to side, and foot can be tapped backwards.

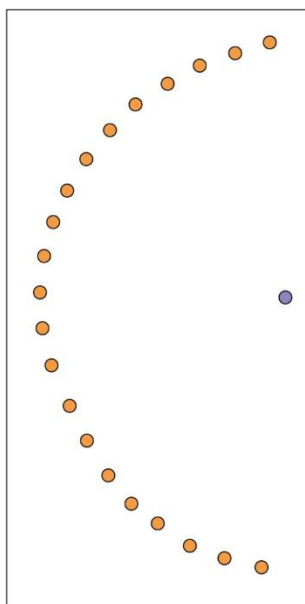
#### Moving forward through space to a beat:

- Wrapping up all individual steps above, demonstrate how to propel self forward while doing sparkle jump.
- Ask for student input on what we need to think about when dancing to music (beat, rhythm).
- Describe jumping in beats of 4 (as will be done in culminating activity).
- Get students to find own space along 1 wall of gym, practice jumping across to the other side of the gym in 4 counts.
- **UD:** For those who prefer not to jump, can reach and tap foot as has been shown previously. Can do a reach and tap on every other beat to slow it down.

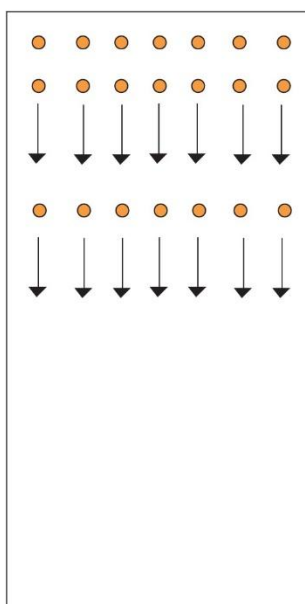
#### **Culminating Activity:** 2 min (Jessica)

- Line up in 7 groups with 3-4 students behind cones on the far end of the narrow side of the gym (please see group lines diagram).
- Students will do sparkle jumps in lines moving across the gym in groups.
- After 4 sparkle jumps, the next line moves forward and follows the first line.
- Everyone begins their movement by moving to the right on their first jump and moves in unison to the beat of the music across the gym floor.
- **UD:** If jumping is not possible, do the same leg and arm movements using a step and tap movement instead of a jump.

#### **Semi-circle instruction:**



#### **Group lines:**



#### **Assessment**

##### **Teacher observation: Is the student...**

- Able to coordinate their body to jump rhythmically to the beat of the music?
- Engaging in fundamental movement skills of jumping, hopping, and propelling themselves forward through space?
- Moving arms in the opposite direction of extended back leg?
- Attending and following instructions for specific dance movements?
- Synchronized to the other students as they move across the gym floor in the final group exercise?

**Safety concerns**

- Collisions, tripping, unstable landing

**Preventative measures**

- Remind students to keep their heads up and be aware of who's around them. Encourage students to move at a pace that feels comfortable to them. Remind students of proper landings for jumps, hops, and leaps to avoid injuries.