

Rhythmic Gymnastics:

Manipulating Balls, Hula-Hoops, and Ribbons (1-3)

Brittani Bush

ESS 303: Teaching Gymnastics and Rhythmic Activities

March 15, 2011



Introductory Activities

1. **Rainbow Writing:**

The students will use the ribbon wand to reproduce letters of the alphabet and or numbers. To make this activity more fun the students can be split up into two or more teams; while one team writes a letter in the air with their wands the other team or teams have to try and guess what letter they are writing. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

2. **Windmills:**

For this activity each student will have one ribbon in each hand. The students will be spread out making sure that there is enough space between each participant. The goal of this activity is for students to make big movements with their arms in a circular motion. First going forward, then changing directions and moving the arms backwards. The movements should be the same on both sides. To challenge the students have them try alternating the forward and backward movements seeing if they can make one arm move forward while the other arm moves back. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

3. **Sequence:**

The leader makes a sequence of movements using ribbons for everyone else to copy. Use up, down, left, right, and circles. The sequence should build up each time eventually making a rhythmic sequence. Try choreographing the movements with some music. Steps can also be included in this activity. This can be adapted to incorporate hula-hoops and balls as well. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

4. **Spider's Web:**

The students move around the space making various shapes in the air with their ribbon. This is the spider weaving its web. After a short-time, the students will lay their ribbons down on the floor criss-crossing over each other. This is the web. The student will sit around the outside of the web. They then must take turns crossing through the giant web without stepping on any of the ribbons. Add music. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

5. **Rainbow Wave:**

Have the students line up holding the ribbon sticks by the handling with the ribbon starting on the floor. Have the student line up in order according to the color of their ribbon. On command, the first person in line will flip the ribbon up in the air and as soon it moves up the next person in line will flip their ribbon up, and then the next and so on forming a ribbon wave of colors. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

6. **Ribbon Weave:**

Lay out some cones in a line. The students will hold the ribbons and move in and out of the cones pulling the ribbons behind them. The students have to try not to touch any of the cones while moving through them. To make this activity more challenging you can change the obstacles and layout or even play it as a relay race or time challenge against the clock.

(Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

7. **Snake Charmer:**

Have the students use their imaginations pretending to be a snake charmer by making squiggles on the floor with their ribbon (snake). The students will have the power to make the snake dance by changing the movement of the ribbon making small circles, gradually lifting the arm up making bigger movements with their arms. They can then put the snake back into the basket by reversing their movements. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

8. **Follow the Leader:**

The leader demonstrates a move or sequence of moves for all the players to copy. Can be done using ribbons, balls, or hula-hoops. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

9. **Nature Walk:**

Have the students walk around the space holding the ribbons in one hand. Add obstacles such as cones, mats etc. to set up the scene. Have the students walk through the field and see some butterflies—moving ribbons to make figure eights either in the air or on the floor. They can pretend to see birds flying overhead—holding arms out to side and flap up and down. Also walk past pond and see frogs—flick the ribbon using small movements of the wrist. Rainbow—making a big arc with the ribbon. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

10. **Mirror...Mirror:**

The students are in pairs and facing one another. Make sure there is plenty of space between. They must decide who will be the leader first. Add obstacles such as cones, mats etc. to set up the scene. (Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

11. **Fireworks:**

Make a firework display. **Rocket** – hold the wand and make small movements to squiggle the ribbon while the majority of it is on the floor. On the command '3,2,1', lift the arm quickly into the air as the rocket shoots up to the sky. **Catherine wheels** – hold the wand out in front of the body. Start by making small circular movements, then get bigger and bigger. Let the Catherine wheel fizzle out by making small zigzag movements so that the ribbon lays on the ground. **Cracker jacks** – make small flicks with the wrist to make the ribbon move up and down at the same time slowly move around in a circle (on the spot).

(Tesco Sports for Schools and Clubs: Ribbon Wand Activity Guide)

12. New Leader Warm-up:

Place students in small groups (3-4). Groups will move in a single file line around the gym space following a leader in the group. On signal the last person in line will move to the head of the group and become the new leader. Leaders can be creative performing various movements with either ribbons, balls, or hula-hoops while also incorporating different types of locomotor movements (Pangrazi, 71).

13. Streamer Dance:

Children learn how to explore different ways to travel, turn, and make shapes while using a ribbon and applying it to dance. Find different ways the students can dance using the streamer as their partner. Start by having them draw circles around different parts of their bodies with the ribbon. Go in different directions, levels, high/low, around waist, in front of body, behind body. Have them make different shapes with the streamer then try to make the same shape with body (Purcell, 74).

14. Action Words:

All children have streamers/ribbons they will move around the gym area. When they hear different action words like run, skip, jump, hop, pounce, shrink, rise, explode, fall etc. they must perform the action as they interpret them. This allows them to use their creativity (Purcell, 83)

15. Spatial Awareness Using Hoops:

Each student starts within their own hula-hoop (symbolizing their own personal space). The hula-hoops should be spread far enough apart so that the students are not cluttered all together. Once all the students have found a position, they must look around and try to familiarize themselves with their specific area. On the teachers command or when the music starts, the student must move around within the general space using various locomotor skills (running, skipping, hopping). When the music stops the students must return back to their original hula-hoop or personal space as quickly as they can (Palmer, 58).

16. Body Awareness:

Students move around in the general space explore the movements with different body parts. Travel using one foot, both feet, one hand with one foot, and so on. On the teachers signal or when the music stops the students must "freeze", holding their body position. When the music starts playing again the students will start moving using a different body position (Palmer, 59).

17. Steal the Chicken:

Using the whole gym space, the students will be split up into team of 3 or 4. Each group has their own hula-hoop located in their "home space". Around the gym various items lay scattered along the floor, within the amount of time given or while the music plays each team must travel around the general space using various locomotor skills to pick up as many items as they can. The students can only pick up one item at a time, placing only one item into the hula-hoop after each trip. The goal is to see which team captures the most items. The teams are allowed to steal

from other teams' hula-hoops allowing for constant movement and action (Combination of Palmer, 59 and Dr. Duchane).

18. **Roller Map:**

Each student gets their own ball, in order to move around the gym space they must roll the ball along the lines of the gym floor. Using the each lines travel in various directions while trying to avoid running into other students (Palmer, 75).

References

Tesco Sports for Schools and Clubs: Ribbon Wands Activity Guide
<http://www.sportsforschoolsandclubs.co.uk/downloads/TS0354.pdf>

<http://www.cehd.umn.edu/ceed/projects/movement/alm2.pdf>

Lessons for: Dynamic Physical Education for Elementary School Children 14th Edition
Robert P. Pangrazi (2004) Publisher Benjamin Cummings, San Francisco, CA.

Teaching Children Dance: Becoming a Master Teacher
Theresa M. Purcell (1994) Human Kinetics Publishers Inc. Champaign, IL

Rhythmic Activities and Dance: 192 Developmentally Appropriate Activities for Fun and Fitness
John Price Bennett and Pamela Coughenour Riemer (1995) Human Kinetics Publishers Inc.
Champaign, IL

Teaching Rhythmic Gymnastics: A Developmentally Appropriate Approach
Heather C. Palmer, (2003) Human Kinetics Publisher Inc. Champaign, IL.

<http://people.ehe.ohio-state.edu/coape/files/2010/03/gymnastics-assessment-strat.pdf>

(Giles-Brown) Teaching Rhythmic Gymnastics: A Developmentally Appropriate Approach
Heather C. Palmer, (2003) Human Kinetics Publisher Inc. Champaign, IL.

Bloom's Taxonomy
Gardner's Multiple Intelligences

Rhythmic Gymnastics Skills

Movement Concepts:

Fundamental skills- basic human movements including running, walking, twisting, jumping, or stretching. **(Locomotor and Non-locomotor)**

Locomotor Skills:

Walking- Both feet move alternately, with one foot always touching the ground or floor; when one foot goes down the other foot comes up and moves forward.

Teaching Cues:

- Head up, eyes forward.
- Point toes straight ahead.
- Nice, easy, relaxed arm swing.
- Walk quietly, being light on feet.
- Hold upper body and chest up.
- Push off from the floor with the toes.

Running- Running is a fast pace motion where both feet briefly leave the ground. Running is performed with the body leaning slightly forward, knees are flexed and lifted, and arms rotate back and forth from the shoulders with a bend at the elbows.

Teaching Cues:

- Run on the balls of the feet when sprinting.
- Head up, eyes forward.
- Bend knees.
- Relax upper body and swing the arms forward and backward.
- Breathe naturally.

Leaping- Leaping is an elongated step used to cover larger distances or to move over low obstacles.

Teaching Cues:

- Push off and reach.
- Up and over, landing lightly.
- Use your arms to help you gain height.

Jumping- Jumping involves taking off and landing on both feet. The arms move forward with an upswing motion and the body movement combined with force of the feet helps lift the weight of the body.

Teaching Cues:

- Swing arms forward as fast as possible to gain momentum.
- Bend knees.
- Shift weight on toes.
- Land lightly with bent knees.
- Jump up and try to touch as high as possible.

Hopping- Hopping involves propelling the body up and down on the one foot.

Teaching Cues:

- Hop with good forward motion.
- Stay on toes.
- Use arms for balance.
- Reach for the sky.
- Land lightly.

Galloping- When galloping the body faces forward and one foot leads and the other moves rapidly forward to it.

Teaching Cues:

- Keep one foot in front of the other.
- Lead with the other foot.
- Make high gallops.

Sliding- Sliding is similar to the gallop, however, the body moves sideways in a 1-count movement. The leading foot steps to the side, and the other foot follows quickly.

Teaching Cues:

- Move sideways.
- Do not bounce.
- Slide feet on ground.

Skipping- Skipping is a series of step-hops done with alternate feet.

Teaching Cues:

- Step-hop.
- Swing arms.
- Skip in a smooth motion.
- Stay on toes.

Non-Locomotor Skills:

Bending- bending is a movement at a joint

Teaching Cues:

- Bend as far as possible.
- Bend on part while holding others steady.

Swaying- is a slower controlled movement that occurs when the center of gravity shifts fluidly from side to side.

Teaching Cues:

- Maintain a stable balance.
- Sway until you almost lose your balance.

Swinging- involves moving body parts like a swinging rope or pendulum. (Arms and Legs)

Teaching Cues:

- Loosen up; swing easy.
- Swing fully; make a complete movement.
- Swing in rhythm.

Turning- is rotating around the long axis of the body.

Teaching Cues:

- Maintain balance.
- In jump turns be sure to land loosely with knees relaxed.
- Be precise in movement, quarter, half, or full.

Twisting- is rotating a selected body part around its own long axis.

Teaching Cues:

- Twist portion of body as far as possible.
- Twist the other direction.
- Hold the supporting parts firm.

Stretching- moves body parts away from the body's center, or moving a joint through a range of motion. Stretching is necessary for increasing and maintaining flexibility.

Teaching Cues:

- Stretch as far as possible, until it hurts a little (feel the pull)
- Find other ways to stretch the body part.
- Keep it smooth, do not rock or jerk.

Manipulating Skills:

- Rhythmic gymnastics involves many movement qualities such as balance, poise, grace, flow of body, coordination, rhythm, and kinesthetic sense.
- Fitness qualities such as agility, flexibility, and posture are also major proponents.
- **Rhythmic equipment needed:** Balls, Hula-hoops, and Ribbon Sticks

Rhythmic Gymnastics Ball skills- Ball must be large enough so that it just rests in the hand and controlled by balance.

- **Handling the ball:** the fingers should be closed and slightly bent, with the ball resting in the palm of the hand.
- **Throwing the ball:** the ball can roll from the fingertips.
- **Catching the ball:** the ball returns immediately to the palm.

Ball skills:

- Roll the ball under the legs and around the back while sitting; around the body; down the legs; down the arm; down the

legs, then lift the legs and toss the ball off the toes into the air and catch.

- Combine basketball dribbling skills with various body movements; use locomotor skills combined with rhythmic motions.
- Toss and catch the ball in different positions.
- Combine locomotor movements to each toss and catch.
- Use the balls to perform body waves.
- Throw and or bounce the ball in a different directions or patterns.
- Make swinging or circular movements with the ball.
- Incorporate various balancing movements such as spirals, curls, and other balances related to gymnastics.
- Provide the students with an opportunity to explore different movements patterns and combinations. (Example Roller Map activity.)

Teaching Cues:

1. Bounce the ball while remaining stationary.
2. Bounce the ball while moving forward. (Incorporate various locomotor skills)
3. Run forward while making swing tosses from side to side. Be sure to watch out for others around (spatial awareness)
4. Bounce the ball and make a quarter, half, then full turn.
5. Run in a figure-eight pattern.
6. Toss the ball up and catch it with one hand.
7. Finish with a toss and catch to either side of the body then from behind.

Rhythmic Gymnastics Hoop Movements- The hoop may be manipulated by being held, tossed, or caught in one or both hands using a variety of different grips.

Hoop Skills:

1. **Swinging Movements-** requires good alignment between the body and the hula-hoop. Hoops can be swung by the students in a frontal, sagittal, or horizontal plane.
 - a. Swing across the body
 - b. Swing with a body lean

- c. Swing around the body, switching hands
 - d. Swing at a high level overhead then at a low level by the floor
- 2. Spinning Movements-** Turning the hoop with both hands or one.
- a. Spin in front of the body
 - b. Spin high; spin low
 - c. Spin and kick one leg over the hoop
- 3. Circling Movements-** Hoops can be twirled by hand, wrist, arm, leg, or full body.
- a. Extend the arm in front of the body. Circle on the hand between the thumb and first finger in the frontal plane
 - b. Circle the hoop while swaying in various directions
 - c. Circle the hoop over head
 - d. Circle the hoop around different parts of the body
- 4. Tossing and Catching Movements-** Toss the hoop in the air with one or both hands, then catch it with one hand between the thumb and index finger.
- a. Try with one and two handed catches
 - b. Toss the hoop at different levels
 - c. Toss the hoop in various directions
 - d. Toss from hand to hand
- 5. Rolling Movements-** Roll the hoop on the floor, in either a forward or backward direction. Or roll it on the body in different ways.
- a. **Roll the hoop and run alongside it trying to keep up**
 - b. **Roll the hoop and move through it to get to the other side**

Rhythmic Gymnastics Ribbon Movements- Ribbons are used to display rhythmic flow of movement featuring circular, oval, spiral, and wavelike motions. The goal is to gain total body involvement.

Ribbon Skills:

1. **Swinging Movements-** involves large swinging motions that require the entire body coordination.
 - a. Swing the ribbon forward and backward
 - b. Swing the ribbon across and in front of the body
 - c. Swing ribbon overhead from side to side
 - d. Swing the ribbon upward and catch the end of it
2. **Circling Movements-** Large circles involve the strength and movement of the whole arm; smaller circles involve movement of the wrist.
 - a. Circle the ribbon at different levels
 - b. Circle the ribbon horizontally, vertically, or diagonally
 - c. Circle the ribbon around various body parts
 - d. Combine dance steps and turns while circling the ribbon
3. **Zigzag Movements-** Zigzags can be made in the air or on the floor. Use movement of the wrist.
 - a. Execute the zigzag in the air in front of the body, around, and behind
 - b. Run backward while zigzagging the ribbon in front of the body
 - c. Run forward dragging the ribbon behind the body while zigzagging
4. **Spiral Movements-** Make spirals either from left to right or right to left.
 - a. Execute spirals around, in front of, or beside the body while performing locomotor dance steps
 - b. Execute spirals while combining various non-locomotor skills

Unit Plan Content Standards Worksheet

Title **Rhythmic Gymnastics: Ribbons, Balls, and Hoops**

Author **Miss Brittani Bush**

Physical Education Standards	Physical Education Performance Indicators
<p>▪ Psychomotor: Standard 2.1- Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>	<p>▪ TSWBAT perform a variety of locomotor and manipulative skills as they move rhythmically using ribbons, balls, and hoops proficiently 8 out of 10 times. (2.1.5)</p> <p>▪ TSWBAT demonstrate various combinations of manipulative skills using ribbons, balls, and hoops creating unique movement patterns at least 8 out of 10 times. (2.1.5)</p>
<p>▪ Cognitive: Standard 2.2- Movement Concepts: Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p>	<p>▪ TSWBAT demonstrate an understanding of how to manipulate different types of equipment like ribbons, balls, and hoops to move rhythmically through space 80% of the time. (2.2.3)</p> <p>▪ TSWBAT recognize and apply basic movement concepts while manipulating ribbons, balls, and hoops, at least 80% of the time. (2.2.4)</p>
<p>▪ Affective: Standard 2.5- Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>▪ TSWBAT demonstrate respect and compassion for classmates 100% of the time. (2.5.4)</p> <p>▪ TSWBAT distinguish the difference between safe and unsafe skill practices while using the ribbons, balls, and hoops 100% of the time. (2.5.1)</p>
Music Standards	Music: Performance Indicators
<p>▪ Standard 2.6- RESPONDING TO MUSIC: Listening to, analyzing, and describing music</p>	<p>▪ TSWBAT identify contrasts and changes in tempo and dynamics while manipulating ribbons, balls, and hoops to move to the sound of the music efficiently 80% of the time. (2.6.1)</p>
<p>▪ Standard 2.8- RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>▪ TSWBAT explore how music and physical activity can relate by expressing various emotions in movement patterns as they relate to the sound of the music using ribbons, balls, and hoops 80% of the time. (2.8.3)</p>
Dance Standards	Dance: Performance Indicators
<p>▪ Standard 2.1- LEARNING DANCE SKILLS AND THE CREATIVE PROCESS</p>	<p>▪ TSWBAT demonstrate knowledge and skills of dance elements at least 5 out of 10 times. (2.1.1)</p> <p>▪ TSWBAT demonstrate an understanding of spatial awareness as they travel through space 80% of the time. (2.1.2)</p>

Rhythmic Gymnastics Manipulative Skill Assessments

1. Rhythmic Gymnastics: Ribbon Skills Assessment (Ohio-State Education)

Ribbon Skills	Spiral (pink)	Circle (yellow)	Serpentine (green)	Swiggle (blue)	Toss and Catch (red)
Jack					
Jill					
Bob					
Joe					

Have different color stickers for different skills. List the skill at the top of the column and place the appropriate color sticker under the name of the skill (helps non-readers). When a child passes a skill give them a sticker and tell them to put it by their own name. Children will typically will be placed in teams of 5-6 and will share on sheet of paper with all the information needed for each team. This helps crowding around one poster and mistakes occurring in large numbers. You as a teacher make the judgment about whether something is a pass or not. You keep rotating around the group and telling students to work on it some more if they are not yet at a pass.

A similar but alternate strategy is to have a colored sticker represent a number of critical elements:

- Red sticker – 3 critical elements
- Blue sticker – 2 critical elements
- Green sticker – 1 critical element

You give a student a sticker that represents the number of critical elements they are showing. This strategy is more complex and does not work as well in large, short classes.

2. Rubric: Using Space (Giles-Brown)

Many concepts can be applied to movement to make it more unique, creative, interesting, challenging, and efficient. In some competitive situations, understanding and applying movement concepts can give provide students with a competitive edge. By completing this assessment students will be able to demonstrate an understanding of the use of space while practicing various rhythmic manipulative skills using ribbons, balls, and hoops.

Directions: Students are to design a movement sequence that meets the criteria for movements or skills, concepts, and transitions according to the rubric guidelines. By following the movement rubric students will proficiently be able to meet the required assessment standards.

Score	Movements or Skills	Concepts	Transitions
4 Excellent Work! Student went above and beyond.	All movements or skills identified in the instructions are included in the sequence.	The sequence includes expansive use of general space. Uses different pathways and levels within sequence.	Smooth Transitions within sequence.
3 Good Work! Everything is here.	Most of the movements or skills identified in the instructions are included in the sequence.	The sequence includes some use of general space. Different levels are used but movements occur mostly in straight lines.	Most transitions are smooth however some hesitation.
2 Good Attempt! Just a few things are missing.	Some of movements or skills identified in the instructions are included in the sequence.	Little use of general space. Most movements occur in personal space with little variation in level.	Interruption of flow between transitions.
1 Let's be sure that the student understands. Allow student to try again.	Few movements or skills identified in the instructions are included in the sequence.	The sequence includes use of personal space only.	Few transitions between movements are smooth.

3. Journal Entry

The students will keep a daily journal in which they can reflect on the skills they learned and talk about how they incorporated those skills into various rhythmic patterns. They will also be able to express their feelings talking about what they liked, and disliked while using manipulative skills with ribbons, balls, and hoops.

Example:

Date- September 15, 2010

Lesson- Ribbon Movements

Dear Journal,

Today in Miss Bush's Physical Education class we learned how to manipulate ribbons. We used the ribbons to perform various movements through space as we listened to music, it was really fun. My favorite motion was the spiral because of the way the ribbon moved and made a spiral around my body. It was also a challenge to do the spiral because we had to try and leap as the spiral moved around us.

Rubric:

Yes

No

Did the student identify what he or she learned?

Did the student explain how he or she applied the skills?

Did the student share his or her likes and dislikes?

4. Skill Checklist

Student Name	Ribbons: Circle	Balls: Circle	Hoops: Circle	Ribbons: Spiral	Balls: Roll	Hoops: Roll	Ribbons: Circle	Balls: Circle	Hoops: Circle
Lucas	X		X	X				X	
Sally	X		X	X			X	X	X
Maria		X			X	X	X	X	X
Mark	X	X	X	X	X	X	X	X	X
Joe	X	X	X	X	X	X	X	X	
Jake	X	X	X	X	X		X		X
Susie	X		X					X	X

Key: X= indicates that the student was able to perform the skill accurately

Create a skills checklist that focuses on the major skills being taught. The students must be able to manipulate ribbons, balls, and hoops as they move to various speeds, tempos, and sounds of music. This skills checklist is designed to provide a visual of the students' progress and allows the teacher to mark the skills that are performed successfully. The (X) indicates that the student was able to perform the skill, while the blank space is an indicator that student still needs practice performing that specific skill.

5. Movement Routine

The students will work together in teams to create unique rhythmic patterns while performing various movements using ribbons, balls, and hoops. The routines must use a combination of movements.

► Goal of creative dance: To communicate through movement. First children need to explore and experiment. Next they understand and control, and finally they use the elements to create a dance.

► Elements of dance: Whenever a person moves, the body uses space, force, and time.

- **BODY** explorations include using different body parts, locomotor, and nonlocomotor movements
- **SPACE** elements to explore include *direction*, *size*, *focus*, *a place*, and *a pathway*.
- **FORCE** elements are used to alter movement. Explorations may include the *attack* (sharp or smooth), the *weight* (heavy or light), the strength (tight or loose), and the *flow* (free flowing, bound, or in balance).
- **TIME** elements produce a rhythmic **pattern**. Movements have an underlying beat or pulse. They may have an *accent* and movements always have a *speed* (fast or slow), and a *duration* (long or short).

► Each lesson:

- Presents an element
- Gives the children an opportunity for experimentation
- Requires the children to use the element in a simple form

► Preparing to teach

- Study and memorize the elements. Think about how they are part of your daily life. Each time you move you use the elements. You lower your level as you step into the bath tub, you stretch to reach for a jar, and you use force to raise a window. You twist to talk to the person behind you. You shake your head. You run for the car in the rain.
- You must become so conscious of the elements and so familiar with them that you can call upon them instantly as you teach.

► Structure the lesson

- **Present the element you want to teach (A)**
- **Have the children explore its possibilities (B)**
- **Give it form (C)**

A. PRESENTING THE ELEMENT

• First use any visual aid, words, materials, or gimmicks that make clear what it is the children are to learn.

- ✓ For a lesson on swinging, you might bring a pendulum made of a string and a weight or a yo-yo.
- ✓ Rubber bands, feathers, soft clay, plastic bags, and the like can help clarify movement characteristics such as stretch and collapse, lightness and heaviness, change in size, and change in tempo.
- ✓ Windows, clocks, flags, and pictures have shapes, and the pathways of their designs can be reflected in movement.

B. EXPLORE THE MOVEMENT POSSIBILITIES

• Next, ask the class “how,” “what,” and “where.” In the lesson on swinging, the questions might be:

- ✓ “How does the body swing?”
- ✓ “What makes a swinging movement?”
- ✓ “What parts of the body can swing?”
- ✓ “Where does a swing go in space?”

• Present, suggest, and define until they know what the element is.

- ✓ Have the children experiment by doing the movement first on the spot and then through space.
- ✓ Have them try it with different parts of their bodies.
- ✓ Have them try all the steps with the element.
- ✓ Have them try it at all levels and in all directions.

• Next have them experiment with its opposite.

- ✓ Have them change the speed and force of the move.
- ✓ Have them change the speed and force of the move.
- ✓ In other words, challenge them to do the element in any and every possible way.

• How to find the right questions to make the exploration fruitful.

- ✓ You find questions, suggestions, and challenges by “*crossing over*” to another element and asking the children to perform the two elements together. (This is called the crossover technique.)
- ✓ If the element for the day is a *body part*, for example, find questions by crossing over to body moves and steps and to the remaining three elements: space, force, and time.
- ✓ Body steps: ask how this part can move while the feet do steps
 - Space: have the children change shape, level, and direction with that part leading
 - Force: have them try to make the movement of that part sharp and smooth, strong and light, tense and loose
 - Time: ask them to move the part quickly, slowly, with an accent, in a pattern
- ✓ An element is explored through the changed movement that is produced by combining or crossing it with other elements.

- ✓ Of course, it is impossible for any part of one element to be used without also using the other three elements, but, to simplify matters in teaching, first consider an element as a separate entity and then vary it by combining it with others.
- ✓ Suppose the element to be explored is swinging movement. You have just introduced it by asking “how,” “what,” “where” questions. For your crossover questions, then, go right down the list of the elements.

Body

1. What body parts can swing?
2. What really swings—muscles? Bones? Joints?
3. Can you swing and bend? Swing and stretch? Swing and shake?
4. Can you swing while you skip? Gallop? Run?

Space

5. Find an upside-down shape. What can swing now?
6. Can you swing at a low level?
7. In how many directions can you swing?
8. Can you swing your focus? Can you change focus while you swing?
9. Can you use a swing to propel yourself through space?
10. Can you use a swing to make a curved path in space?

Force

11. Can a swing be sharp?
12. Can it be strong?
13. Can it be tense?
14. Show me a free-flowing swing and then sudden stillness.
15. Can you swing and find a new balance?

Time

16. Show me a swing with an even beat.
17. Show me an accent at the low part of the swing. Show me one at the crest.
18. How slowly can you swing?
19. Can you make a long swing and then some short ones?
20. Can you swing in an uneven pattern?

C. GIVE THE MOVEMENT FORM

- Structure the children’s learning into a simple form.
- They can choose particular movements, working alone, with a partner, or in groups.
- The form is “shape, movement, shape.”
 - ✓ Starting shape
 - ✓ Varied movements selected from their explorations
 - ✓ Ending shape

- You begin by saying, “Ready, starting shape, begin.” You might want to play music. When they have danced several ways, then call out: “and make an ending shape.” These dance studies are very short—perhaps 15-20 seconds long.
- Take plenty of time to look at their starting shapes. Comment on them before any movement begins. Tell the children they must look like dancers, not ordinary people.
 - ✓ “There is an interesting low shape.”
 - ✓ “Look at that high twisted shape.”
- The middle part is the main part. Here the children should try for *variety* and *clarity*. You can help by remind them, even while they are dancing, to include a change of level or movement through space (remembering the crossovers). Constantly challenge them to find new and different movements.
- The ending is as important as the beginning. When they cannot think of anything different or more interesting to do, they must end. Hold the ending shape to show it is the end.
- SHAPE, MOVEMENT, SHAPE—that is their dance. After they have done one, comment and have the children repeat the dance phrase. They don't have to memorize movements; this is improvisation. When they repeat the dance, it may be completely different the second time.
- When you feel that all are secure and have some movement to work with, divide the class in half and have the two groups watch each other. (Practice AUDIENCE skills)
- If students giggle or feel silly about performing, tell them “Hold your concentration.” Comment favorably on those who can control their concentration and pay attention to what they are doing, whether it is dancing or observing.
- Evaluation – Ask yourself the following questions:
 - ✓ “Did we fully explore an element?”
 - ✓ “Did they try movements they would not have tried without my questions?”
 - ✓ “Did I challenge them to extend their ability?”
 - ✓ “Did they select and use movements of their own choice at some point during the lesson?”
- ▶ Finding a HELPER
 - A helper is an image or a way of working. Select a helper after you have decided on the element for the lesson.
 - A helper makes an element more interesting and more fun. It can clarify a dance movement or be a vehicle through which an element is used.
 - Names are used to help children recall learning. Think of a helper s “packaging the learning.”
 - ✓ *Living sculpture* is a helper for use of muscles.
 - ✓ The words *mirrors* and *twins* can help the class see two different ways of working in twos.
 - ✓ Names also help the teacher. The names *graveyard*, *spaghetti monster*, and *writing in space* can help you remember where you are heading in your lesson plan.

SEE EXAMPLE LESSONS THAT FOLLOW (30 Minute Lessons)

Element	Helper	Suitable Grades
Shapes	Crossovers	K and up
Steps	Shapes	K and up
Beat	Heart	1 and up
Body Parts	Mirrors	K and up
Sharp and Smooth	Instruments	K and up
Pathways	Writing in space	3 and up

Content and dances taken from: Joyce, M. (1980). First steps in teaching creative dance children. Palo Alto, CA: Mayfield.

6. Written Assessment

Rhythmic Gymnastics Manipulative Skills Test

Name _____

Directions: Match the picture on the right with the appropriate skill name on the left by writing the letter of the correct picture by each skill name.

1. Ribbon

2. Ball

3. Hoop

4. Spiral Motion using Ribbon

5. Circle Motion using Ball

6. Toss and Catch using Ball

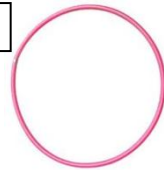
7. Spinning Motion using Hoop

8. Swiggle overhead using Ribbon

9. Rolling Motion using Hoop

10. Bouncing Motion using Ball

A



B



C



E



D



F



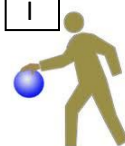
G



H



I



J



K



Rhythmic Gymnastics Manipulative Skills Test

Name _____ (Answer Key) _____

Directions: Match the picture on the right with the appropriate skill name on the left by writing the letter of the correct picture by each skill name.

1. Ribbon (D)

2. Ball (E)

3. Hoop (A)

4. Spiral Motion using Ribbon (K)

5. Circle Motion using Ball (F)

6. Toss and Catch using Ball (G)

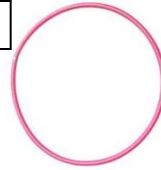
7. Spinning Motion using Hoop (H)

8. Swiggle overhead using Ribbon (C)

9. Rolling Motion using Hoop (J)

10. Bouncing Motion using Ball (I)

A



B



D



C



E



F



G



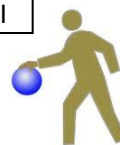
H



J



I



K



“Type of Assessment Checklist”

Performance Indicator	Written Test/ Worksheet	Observation Checklist	Scoring Guide	Rubric	Journal	Project/ Presentation		
• TSWBAT perform a variety of locomotor and manipulative skills as they move rhythmically using ribbons, balls, and hoops proficiently 8 out of 10 times. (2.1.5)	Manipulative Skills Test	Skill Checklist		Rubric: Using Space		Movement Routine		
• TSWBAT demonstrate various combinations of manipulative skills using ribbons, balls, and hoops creating unique movement patterns at least 8 out of 10 times. (2.1.5)	Manipulative Skills Test	Skill Checklist		Rubric: Using Space		Movement Routine		
• TSWBAT demonstrate an understanding of how to manipulate different types of equipment like ribbons, balls, and hoops to move rhythmically through space 80% of the time. (2.2.3)	Manipulative Skills Test	Skill Checklist	Ribbon Skills Assessment	Rubric: Using Space	Journal Entries	Movement Routine		

“Bloom’s Taxonomy Checklist”

Assessment Activity		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	
• Written Assessment		Recalls	Identifies pictures of equipment and skills	Shown during class				

<ul style="list-style-type: none"> • Manipulative Skills Routine 		Identifies pathways and levels using ribbons balls and hoops combined with various locomotor skills		Done in class in groups of 3 or 4 people			Allows classmates to evaluate one another	
<ul style="list-style-type: none"> • Journal Entries 		Written skills	Talk about their experiences and what they learned					

“Gardener’s Multiple Intelligences”

Class Activity	Verbal/ Linguistic	Inter- Personal	Bodily/ Kinesthetic	Musical/ Rhythmic	Visual/ Spatial	Logical/ Mathematical	Intra- Personal	Naturalistic
Introduction and discovery stations	x	x	x	x	x	x		
Ball Pac Man Activity		x	x		x	x	x	x
Freeze Tag		x	x	x	x	x		
Partner Relay Race		x	x		x		x	
Capture the Ball	x	x	x	x	x	x	x	
Hula-Hoop Travel Guide		x	x	x	x	x	x	x
Steal the Chicken	x	x	x	x	x	x	x	
Body Awareness			x	x	x		x	
Mini Routine (with Partners)	x	x	x	x	x	x		x
Sequence		x	x	x	x		x	x

Task Stations		X	X	X	X	X	X	
Rapid Switch Obstacle Course			X	X	X	X	X	X
Group Routine	X	X	X	X	X	X		
Rainbow Writing			X	X	X		X	
Nature Walk			X	X	X		X	X
Fireworks			X	X	X		X	