**PEMD- Intersection Physical Education Music and Dance LESSON 7**

**TITLE OF LESSON: TRADITIONAL AEROBIC MUSICAL GENRES III AND MAINTAIN PHYSICAL FITNESS FOR HEALTH AND PERFORMANCE**

**LESSON DESCRPTION** – The purpose of the lesson is to introduce the student teachers to moderate –vigorous intensity traditional Aerobic musical genres III- Bawa, Bamaya, Nagla and Takai and help them assess the physical fitness to improve health performance in the field of Physical Education, Dance and life general. Student teachers will as well practice physical fitness skills including sit ups, push - ups and sit and reach.

**STARTER (PRIOR LEARNING ASSUMED)** Student teachers have studied about single and mixed gender dances. Again they have studied about the history of some aspect as well as practicing of moderate and vigorous dances.

**POSSIBLE BARRIERS**: Student teachers sight movement and hearing problems.

**LESSON DELIVERY**: 1. Independent /individual studies 2. E- Learning opportunities

**LESSON DELIVERY CHOSEN TO SUPPORT STUDENTS** –Zoom and Face-Face Discussion

**MAIN MODE OF LESSON DELIVERY TO ACHIEVE LESSON OUTCOME**:I Class discussion (zoom) ii analysis of movement patterns iii project- based and enquiry- based pedagogical strategies.

**PURPOSE OF THE LESSON TO ACHIEVE, TO SERVEAS A BASIS FOR LEARNING OUTCOME**

In the lesson student teachers are to explore the four moderate to vigorous intensity indigenous dance (Bawa, Nagla, Takai as well as their physical fitness skills for health performance covering sit- ups, push - ups, and sit and reach. Should be able to describe key component of the indigenous genres considering the following:

1. The ethnicity sources organization, repertoire, occasion for performance other material culture for the genre etc.
2. Analysis the movement patterns associated with the dances.
3. The related pulse rate to target heart rate and physical fitness.
4. Helping student teachers to evaluate heart beat to target heart rate zone above resting heart beat.

**LEARNING OUTCOME FOR THE LESSON PICKED AND DEVELOPED FROM THE COURSE SPECIFICATION**

Identification of cross – cutting issues- core and terms transferable skills, inclusivity, equity and addressing diversity and how they will be developed. Learners to respect the cultural and linguistic and socio – economic background of their colleagues. Gender and disability issues should be address. Critical thinking problem solving and communication skills be address through class discussion. The use of L1 and L2 be enhanced.

**LEARNING OUTCOME**: To demonstrate physical activity and Ghanaian traditional musical genre at varying intensities. (NTS 2e & 2f NTECF pg. 23,29 Appendix 1, 2 &3.

Assess and maintain the level of physical fitness to improve health performance. NaCCA- PE, B 1.3.2.3.2

**LEARNING INDICATORS** :

To perform moderate – vigorous intensity activities such as Bawa, Bamaya, Nagla and Takai to elevate heart beat rate zone above resting beat. To identify human body parts and perform push- ups ( biceps and triceps) sit and reach) MaCCA – B1.3.2.3.2, B1.3.3.3.3, B13.33.3.4

**EVALUATION**

1. Which ethnic group performs Apatampa? A) Ashanti and Nzema (b) Asantis (c) Fantis
2. Kundum is a festival dance which indicate famine True / False
3. Who is Atwen kwesi mentioned in the Kundum dance? (A) the god ( B) the linguist (c) the fetish priest (D) the chief
4. In Akan ( Fantis) set –up Apatampa was formed to satisfy ................ of the male counterparts of the Asafo. (A) spiritual needs (b) physical needs (c) psychological needs (d) physical needs
5. Adowa dance was specifically performed by which people? (a) Asantis (b) Ahantas (c) Fantis ( d) Gas
6. ‘Apatampa” is a Fanti phrase which literally means (a) you are a great warrior (b) you are our god (c) you have really separated them (d) you have really done well.
7. The three dances you have just studied are moderate dances. True/False
8. Adowa is a recreational dance True/False
9. Elewule is one of the instruments used in performing Adowa True / False
10. Adowa dance was discovered by .......... (a) a farmer (b) an operator (c) a hunter (d)herdsmen