

Name/Title: Dancing with the Skeletal System

Purpose of Event: To help students learn the names of the bones.

Prerequisites: Learning of bones in previous lessons is helpful.

Suggested Grade Level: K-6

Materials Needed: Music player and music.

[Skeletal System Diagram](#) (great for doing an assessment)

Recommended music: [Young Mozart – Jolly Arrival](#)

Beginning dance formation: Students can work in partners or individually. They should be placed randomly around the floor.

Description of Idea

This activity is a simple routine that puts movements of different parts of the body with the names of the skeletal bones that are being used in the movement.

The movements begin after the first 8 counts of the music.

Combination #1 – Metacarpals – Words to this movement are: Metacarpals, Metacarpals (while moving R) Bones are in my hands (while moving to the L)

Hands: Raise both hands above the head to the R side and shake 2x, lower the hands and shake 2x

Feet: Step R to the side, close L, Step R, close L with a tap (4 counts)

Reverse moving to the L

Repeat this 1 more time

1-8 Nod the head 4x while saying “Cranium protects my brain and shake, shake, shake the pelvis” (counts 1-4) while moving hips RL hold R and LR hold L. (5&6, 7&8)

Combination #2 – Phalanges – Words to these movements are Phalanges, Phalanges (4 counts while moving forward) Bones are in the fingers (4 counts while moving back)

March forward 4 counts while wiggling fingers and raising them above the head. March back 4 counts while wiggling fingers and lowering them to below the waist.

Repeat 2 more times.

1-8 Nod the head 4x while saying “Cranium protects my brain and shake, shake, shake the

pelvis” (counts 1-4) while moving hips RL hold R and LR hold L. (5&6, 7&8)

Combination #3 – Humerus, Radius and Ulna – Words to these movements are Humerus, Humerus (while pointing to the upper arm on each side) Radius and Ulna (while rolling the arms)

Raise the R arm into a Biceps curl and with the L finger point to the Humerus, reverse to the opposite arm (4 counts) Roll the lower arms around one another (4 counts)

Repeat 2 more times.

1-8 Nod the head 4x while saying “Cranium protects my brain and shake, shake, shake the pelvis” (counts 1-4) while moving hips RL hold R and LR hold L. (5&6, 7&8)

Combination #4 – Femur and Fibula – Words are “Femur is in my thigh and Fibula is on the side”

Step R (1) raise the L knee (2), step L (3) and raise the R knee (4). Point to the Femur with the opposite hand. Do this while saying “Femur is in my thigh”.

Step R (1) and rotate and lift the L leg while tapping the outside of the lower leg with the L hand (2) and reverse this movement for counts 3 & 4. Do this while saying “Fibula is on the side”.

Repeat 2 more times

1-8 Nod the head 4x while saying “Cranium protects my brain and shake, shake, shake the pelvis” (counts 1-4) while moving hips RL hold R and LR hold L. (5&6, 7&8)

Combination #5 – Patella and Tibia – Words are “Patella – knee cap and Tibia is my shin”

Step R (1) and raise the L knee and point to the Patella with the R hand (2), step L (3) and raise the R knee and point to the Patella with the L hand (4) Do this while saying “Patella – knee cap”

Step R (5) raise L knee and rotate the lower leg while touching the shin with the R hand (6).

Reverse this movement for counts 7&8. Do this while saying “Tibia is my shin”.

Repeat 2 more times.

1-8 Nod the head 4x while saying “Cranium protects my brain and shake, shake, shake the pelvis” (counts 1-4) while moving hips RL hold R and LR hold L. (5&6, 7&8)

Combination #6 – Clavicle and Scapula – Words are “Clavicles are collar bones. Scapula are shoulder blades”

Roll both shoulders back 2x (counts 1-4) while pointing to Clavicles with hands and saying

“Clavicles are collar bones”. Turn ½ turn and roll shoulders forward (counts 5-8) while saying scapula are shoulder blades.

Repeat 2 more times and end with head nod sequence.

Assessment Ideas:

This activity could be a great way to review the bones of the body. Included is a labeled diagram of the skeleton (see Materials section above). A cognitive assessment might be to ask the students to point out the location of different bones of the body on the diagram.

Adaptations for Students with Disabilities:

Feel free to just use some of the verses and repeat them more times for those students who may have cognitive disabilities. Most of the movements can be done with just the upper body.

Submitted by **Brenda Goodwin** Thanks for contributing to PE Central! **Posted on PEC: 5/1/2017.**

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