

SITTING SQUARE DANCE

STUDENT TARGETS

- ✓ **Skill:** I will perform this dance to the rhythm and tempo of the music.
- ✓ **Cognitive:** I will discuss dance movements and how those movements made me feel.
- ✓ **Fitness:** I will stay actively engaged in this dance.
- ✓ **Personal & Social Responsibility:** I will follow directions without teacher reminders.

TEACHING CUES

- ✓ Listen Carefully
- ✓ Follow Teacher Calls

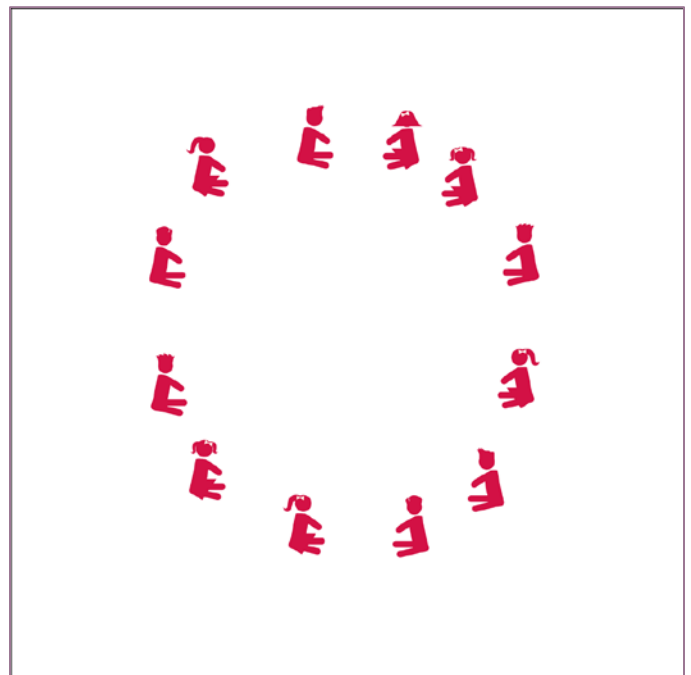
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ The song "Cotton Eyed Joe" (Available on [iTunes](#))

Set-Up:

1. Students sit in a circle or a tight scattered formation facing the teacher



Activity Procedures:

1. Today we're going to do a dance called a Sitting Square Dance!
2. When the music starts, I will guide the class through a series of movements to the beat of the music. This is a call and response dance, and it will help us learn the basic structure of square dancing.
3. Teachers, use the Sitting Square Dance Activity Card to guide this activity

Grade Level Progression:

K: Have students perform the movements without music. Slowly introduce each set of movements as they master the previous sets.

1st: Perform the dance with short breaks between playing the music and stopping the music. Then, challenge the students to perform several sets of movements in a row without stopping.

2nd: Perform the dance with students standing up. Circle left and right to a count of 4 or 8.



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UNIVERSAL DESIGN ADAPTATIONS

- ✔ The teacher performs a movement to count of 1-2-3-4 and the students repeat that movement to the count of 5-6-7-8.
- ✔ Use short cue words with a demonstration, not long explanations.

ACADEMIC LANGUAGE

Beat, Count, Rhythm, Locomotor Skill, Non-Locomotor Skill, March, Personal Space, General Space, Song Cues, Direction

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 (E5.K-2)** Performs locomotor skills in response to teacher-led creative dance (K); Combines locomotor and non-locomotor skills in a teacher-designed dance (1); Performs a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms (2).
- ✔ **Standard 4 (E1.K-2)** Follows directions in group settings (e.g., safe behaviors, following rules, taking turns) (K); Accepts personal responsibility by using equipment and space appropriately (1); Practices skills with minimal teacher prompting (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How did this dance make you feel?
- ✔ **DOK 1:** Can you recall the different sets of movements that I asked you to do?
- ✔ **DOK 2:** What did you notice about the amount of time provided for each movement and the rhythm of the song?
- ✔ **DOK 3:** What would happen if I stopped calling out the movements? How would everyone know what movements to do next?

TEACHING STRATEGY FOCUS

Organize activity in a variety of settings: This another great call and response dance. Allowing the students to sit during the dance can be a great transition dance in a variety of settings. This dance lays a great foundation for partner dances and for more complex square dances taught in later grades. Remember: square dances are fun and social. Enjoy it with them and feel free to make up your own movements or ask them for suggestions.