

COUNTING IN 8'S

STUDENT TARGETS

- ✔ **Cognitive:** I will discuss the fact that the song we danced to is made up of many 8-counts put together.

TEACHING CUES

- ✔ Follow Teacher's Cues
- ✔ Find and Follow the Beat of the Music

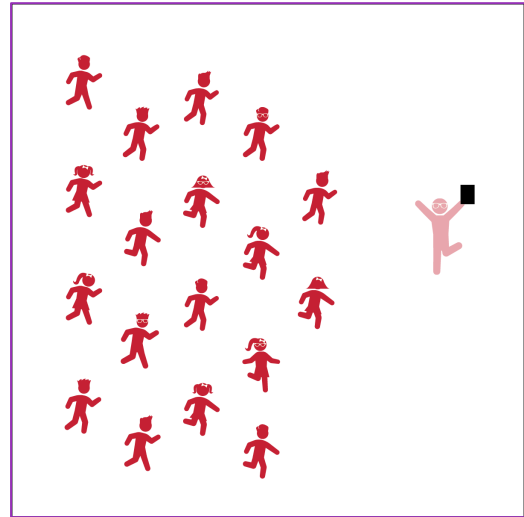
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ Music Player
- ✔ *What Makes You Beautiful* by One Direction (Available via [iTunes](#) or [YouTube](#)) or any song with a strong, steady beat

Set-Up:

1. Scatter students in self-space throughout the activity area.
2. Be sure students have enough space to dance safely.



Activity Procedures:

1. Today we are going to dance to a fun song to warm up our bodies and practice counting to the music.
2. When I start the music, we will all count out loud together. Count with me: "1, 2, 3, 4, 5, 6, 7, 8!" (Teachers, allow the music to play for a short time until the students get the hang of counting.)
3. Next, have students march in place for 8 counts, stepping right on the beat. Then, jump in place for 8 counts, landing right on the beat. Continue to alternate between marching/jumping for 8 counts each, counting out loud the whole time. Next, allow students to move through space as they march/jump.
4. After the song ends, discuss the way the whole song was made up of lots of 8-counts put together.

Grade Level Progression:

K-2: Perform the activity as described above.

3-5: Increase the number of movements from 2 to 4, using the Counting in 8's Activity Card for movement ideas. Then, take it one step further by introducing the concept that most songs are also composed of *phrases* of music: sets of four 8-counts strung together.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E4.3-5]** Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (3); Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment (4); Identifies the need for warm-up and cool-down relative to various physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Can you describe the pattern of movements we used in this dance activity?
- ✔ **DOK 3:** What did you notice about the way the music fit together with us counting to 8?
- ✔ **DOK 4:** Do you think the way the music fits together with 8-counts can help us learn other dances? If so, how?



NOTES