



TOOLS FOR LEARNING
DANCE SKILLS

INTERMEDIATE (3-5)

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TOOLS FOR LEARNING **DANCE SKILLS**

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For more dance resources from the contributors, please visit the following pages:

[Brandon Herwick's YouTube Channel](#)

[Dr. Theresa Cone's Dance Resources](#)

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MODULE OVERVIEW

ABOUT THIS MODULE

NATIONAL STANDARDS AND OUTCOMES FOCUS

As physical educators, one of our main objectives is to encourage students to use physical activities as vehicles for self-expression. The Hopi Indians tell us that “to watch us dance is to hear our hearts speak.” Although most of our students will never become performance artists, they will most certainly have the opportunity to dance during celebrations and social gatherings. This module is designed to plant seeds of expression and enjoyment so students will have the skills and confidence to dance when opportunities arise.

- ✓ **Standard 1 [E3.3-5]** Jumps and lands in the horizontal and vertical planes using a mature pattern (3); Uses spring-and-step take-offs and landings specific to gymnastics (4); Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks/games environments (5).
- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 2 [E3.5c]** Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice task/game environments, dance, and gymnastics (5c).
- ✓ **Standard 2 [E4.3]** Employs the concept of alignment in gymnastics and dance (3a); Employs the concept of muscle tension with balance in gymnastics and dance (3b).
- ✓ **Standard 4 [E2.3-5]** Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).
- ✓ **Standard 5 [E3.3-5]** Reflects on the reasons for enjoying selected physical activities (3); Ranks the enjoyment of participating in different physical activities (4); Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response (5).

NOTE: Additional standards and outcomes addressed are specified on each activity plan.

MODULE OVERVIEW

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PLANNING COMPLETE LESSONS

Each dance activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30- to 45-minute lesson:

Dance Instant Activity	5-10 minutes
+ Full Dance Activity with Debrief	10-20 minutes
+ Intro Next Full Dance (time permitting)	5-10 minutes
+ Check for Understanding	5 minutes

Important: Suggestions are what they say they are – suggestions. All OPEN materials are offered in MS Word format so you can easily modify our suggestions to meet the needs of your students.

MODULE OVERVIEW

ASSESSMENT

SELF ASSESSMENT WORKSHEET

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

Three types of assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

Academic Language Quiz

A short academic language quiz is also provided as a knowledge-based assessment. Each quiz is designed to provide a basic assessment of student understanding of a few of the module's critical academic language vocabulary words. We encourage you to use this format to create your own custom quizzes.

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day skills are first introduced. For example, during the module's first lesson, students participate in the activities Counting 8's and Cha Cha Slide. At the end of this activity, students would complete the Pre and Goal columns for recognizing and verbalizing 8-counts. Other skills would not be completed until a future lesson introduces those skills. A post-assessment for all skills would then be completed during the final lesson for this module.

When evaluating a student's performance in their use of the self-assessment worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete self-assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the self-assessment is consistent with the scale used for the holistic rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

MODULE OVERVIEW

HOLISTIC RUBRIC FOR PERFORMANCE

The holistic rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria, including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics, providing two sets of criteria to be evaluated separately. Either rubric can be completed in full during the final day of the module, providing a final holistic evaluation of each student's performance.

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Counting 8's + Cha Cha Slide	Beat, Choreography, Crouch, Cues, Dance, Diagonally, Four-Wall Dance, Freeze, Grapevine, Hop, Jump, Lyric, Movement, Quarter-Turn, Rock, Rhythm, Side Step, Stomp
2	Counting 8's + Cha Cha Slide + Cupid Shuffle	Beat, Choreography, Count, Cues, Four-Wall Dance, Heel Touch, Lyric, Movement, Quarter-Turn, Rhythm
3	Dancin' Train + Cupid Shuffle + Space Jam	8-Count, Beat, Bounce, Choreography, Count, Grapevine, Jump, Locomotor Skills, Movement, Non-Locomotor Skills, Respect, Responsibility, Sequence
4	Dancin' Train + Space Jam + Fjaskern	8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo
5	Trolls September + Fjaskern	8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo
6	Trolls September + Looking Up	Beat, Bounce, Clockwise, Count, Counter-Clockwise, Leader, Follower, Grapevine, Locomotor Skills, Non-Locomotor Skills, Responsibility, Respect, Sequence
7	Looking Up + Can't Stop the Feeling	8-Count, Beat, Bounce, Count, Diagonally, Grapevine, Jump, Locomotor Skills, Lyric, Non-Locomotor Skills, Responsibility, Respect, Sequence
8	Can't Stop the Feeling + Virginia Reel	Beat, Caller, Calls, Choreography, Count, Cues, Do-Si-Do, Line Dance, Partner, Single-File Line, Skip, Slide, Tempo, Walk
9	Virginia Reel + Hip Hop Virginia Reel	8-Count, Beat, Caller, Charge, Choreography, Collaboration, Count, Creativity, Cues, Follower, Grapevine, Hip Hop, Leader, Movement, Partner, Sequence, Tempo
10	Dance Choice + Hip Hop Virginia Reel	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	US Games USGAMES.COM
1	Music Player	1390187	Link to e-Store
			OPENPhysEd.org
	Academic Language Cards		OPENPhysEd.org
	Dance Activity Cards		OPENPhysEd.org
	Academic Language Quiz		OPENPhysEd.org
	Holistic Performance Rubrics		OPENPhysEd.org
	Self-Assessment		OPENPhysEd.org
	The Cha Cha Slide		iTunes
	The Cupid Shuffle		iTunes
	Fjaskern		iTunes
	Looking Up		iTunes
	The Virginia Reel		iTunes
	Good Feeling		iTunes
	Can't Stop the Feeling		iTunes
	Space Jam		iTunes
	C'mon Ride It		iTunes
	September		iTunes
	What Makes You Beautiful		iTunes
	Tempo Slow		App Store

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.

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

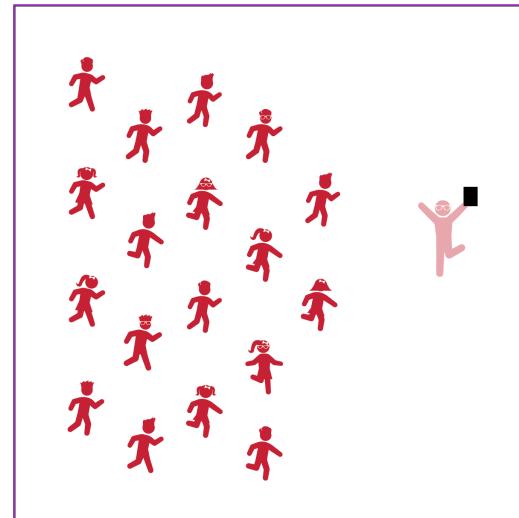
- ✓ **Standard 3 [E4.3-5]** Recognizes the importance of warm-up and cool-down relative to vigorous physical activity (3); Demonstrates warm-up and cool-down relative to the cardio-respiratory fitness assessment (4); Identifies the need for warm-up and cool-down relative to various physical activities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

TEACHING CUES

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



NOTES

DANCIN' TRAIN

STUDENT TARGETS

- ✓ **Fitness:** I will actively engage during the dance by following my classmates' movements.

ACTIVITY SET-UP & PROCEDURE

Equipment:

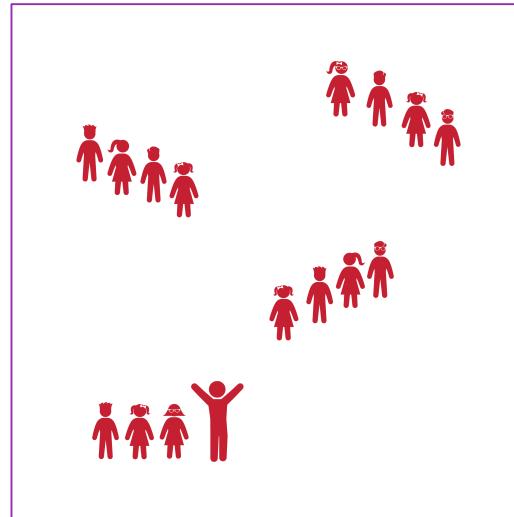
- ✓ Music Player
- ✓ *C'mon Ride It* by Quad City DJs (available on [iTunes](#) and [YouTube](#))

Set-Up:

1. Place students into groups of 4 or more
2. Each group lines up in their own single-file "train" line.

TEACHING CUES

- ✓ Follow Along with Conductor
- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music



Activity Procedures:

1. Today we're going to warm up our bodies by riding the Dancing Train! We're going to ride the train all around the room, dancing and having fun.
2. Once students are in their train formation, establish that the person at the front of the line will start as the conductor and lead the group around the room.
3. The students "riding the train" follow the conductor's movements as they make their way around the room.
4. Students rotate positions based on the teacher's instructions from the Dancin' Train Activity Card.

Grade Level Progression:

K–2nd: (K) The teacher is the conductor and all students are on one train. (1) The teacher is the conductor and performs both locomotor and non-locomotor movements. (2) Play the activity as described above.

3rd–5th: (3) Play the activity as described above. (4) Have conductors choose their own dance steps and movement patterns. (5) Have conductors choose their own dance steps and movement patterns with a focus on following the rhythm and tempo of the song.

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 3 [S3.K-5]** Actively participates in physical education class (K); Actively engages in physical education class (1); Actively engages in physical education class in response to instruction and practice (2); Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What locomotor and/or dance movements did you use in this activity?
- ✓ **DOK 2:** How did the music affect your movements as you traveled around the room?
- ✓ **DOK 2:** What did you notice about each conductor's movement choices as they led the group around the room?

NOTES

TROLLS SEPTEMBER

STUDENT TARGETS

- ✓ **Fitness:** I will actively engage by following all movement cues for this dance.

ACTIVITY SET-UP & PROCEDURE

Equipment:

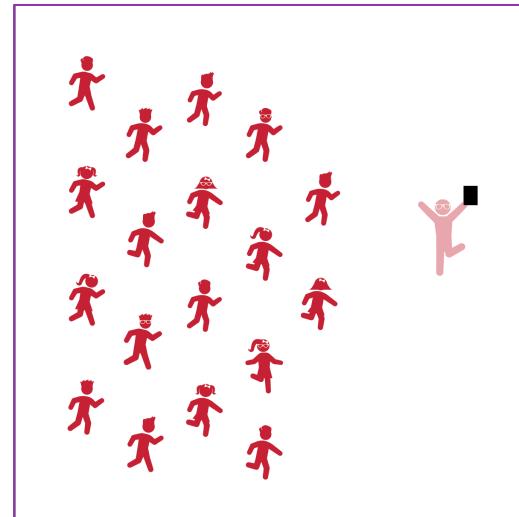
- ✓ Music Player
- ✓ September by Justin Timberlake and Anna Kendrick & Earth, Wind & Fire (available on [iTunes](#) and [YouTube](#))
- ✓ Trolls September Activity Card

Set-Up:

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

TEACHING CUES

- ✓ Follow Along with Dancers
- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music



Activity Procedures:

1. This dance was created with fun choreography that is meant to be fun and warm up the whole body.
2. Follow along with my movements (and/or movements being projected on the screen). Find and stay with the beat of the song and try to remember the sequence of the dance movements.
3. Teachers: use Trolls September Activity Card to teach the choreography of this dance.

Grade Level Progression:

3rd: Have students follow along with your movements or the movements being projected on the screen.

4th: Students begin to perform the movements with their own style.

5th: Once students have mastered this dance, have them create and perform their own “supercharged” movements.

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** Can you explain how the music affected how you felt once it started to play?
- ✓ **DOK 3:** How are the dance movements related to the beat and tempo of the music?

NOTES

CHA CHA SLIDE

STUDENT TARGETS

- ✓ **Skill:** I will perform the correct movements with the beat of the music.
- ✓ **Cognitive:** I will remember and the names of dance steps and perform the correct movements when they are called.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space.

ACTIVITY SET-UP & PROCEDURE

Equipment:

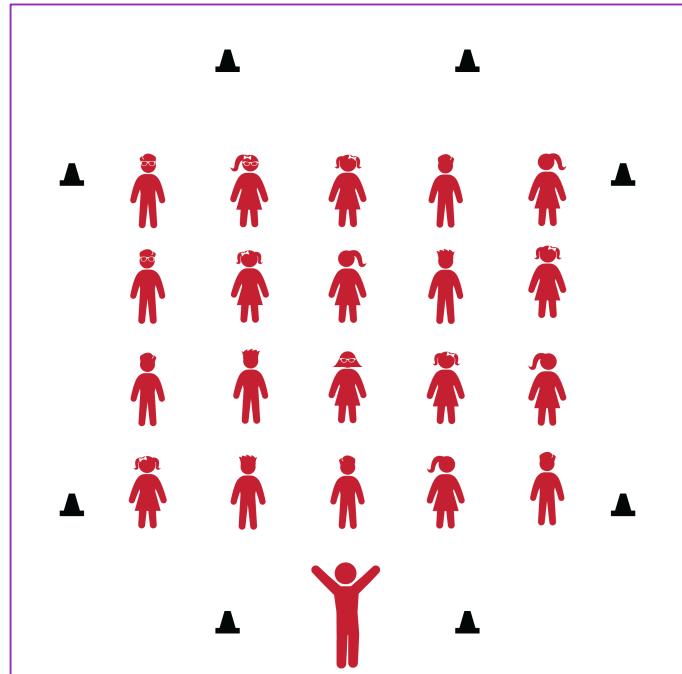
- ✓ Music player
- ✓ *The Cha Cha Slide* by Mr. C (available on [iTunes](#) and [YouTube](#))
- ✓ 6–8 cones

Set-Up:

1. Set cones across from one other on each side of the activity area.
2. Arrange students in lines between the cones. Be sure students have enough space to dance safely.

TEACHING CUES

- ✓ Follow Lyric Cues: To the Left, Take it Back, One Hop, Stomp, Cha Cha, Charlie Brown, Criss Cross.



Activity Procedures:

1. Today's dance is called *The Cha Cha Slide*. It is a 4-wall dance created by Chicago DJ and performer Mr. C, which is short for Casper. During 4-wall dances, you turn to face each wall of the gymnasium as you perform the dance.
2. The purpose of the dance is to exercise and have fun while following the lyrical cues and rhythm of the song.
3. Throughout the song, listen closely to the lyrics. They will guide you through the dance's movements as you face each of the 4 walls multiple times throughout the song.

Grade Level Progression:

3rd: Perform the dance in its original form, following the cues of the song.

4th: Students add bigger movements and their own style to the original steps.

5th: Students create their own choreography for each lyrical cue throughout the song.



CHA CHA SLIDE

CHALLENGE PROGRESSIONS

- ✓ Perform the dance while dribbling a basketball.
- ✓ Pick a student leader to serve as group leader for each of the 4 wall directions.
- ✓ Have student leaders add a special flare to the choreography for the class to follow.

MODIFICATIONS

- ✓ Teach and demonstrate each lyrical cue before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Choreography, Crouch, Cues, Dance, Diagonally, Four-Wall Dance, Freeze, Grapevine, Hop, Jump, Lyric, Movement, Quarter-Turn, Rock, Rhythm, Side Step, Stomp

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** What locomotor skill did we perform differently in this dance than we normally would perform it?
- ✓ **DOK 2:** What were the different levels and directions we used to perform this dance?
- ✓ **DOK 3:** How would a dance like this help people come together in a social setting?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Use this dance to highlight how dances can include different levels, pathways, and directions. Have students think of their own interpretations of the musical cues and, as always, encourage them to be creative in their movements.

CUPID SHUFFLE

STUDENT TARGETS

- ✓ **Skill:** I will perform the correct movements with the beat of the music.
- ✓ **Cognitive:** I will remember the names of dance steps and perform the correct movements when they are called.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space.

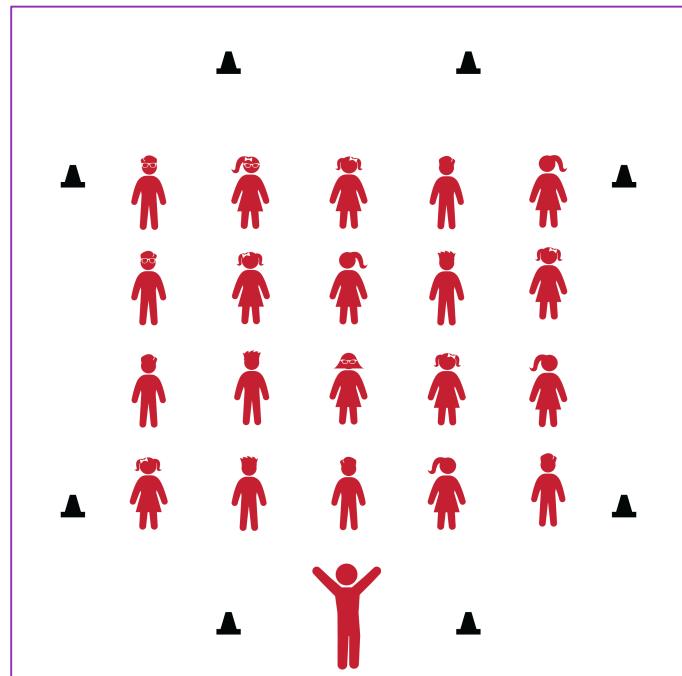
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *Cupid Shuffle* by DJ Cupid (available on [iTunes](#) and [YouTube](#))
- ✓ 6–8 cones

Set-Up:

3. Set cones across from one other on each side of the activity area.
4. Arrange students in lines between the cones. Be sure students have enough space to dance safely.



Activity Procedures:

1. Today's dance is called the *Cupid Shuffle*. It is a 4-wall dance created by DJ Cupid.
2. The purpose of the dance is to exercise while following the lyrical cues and rhythm of the song.
3. Listen closely to the lyrics at the beginning of the song. They will teach you the movements that you'll repeat over and over throughout this dance. They'll also repeat multiple times, so don't worry if you can't remember them the first time. You'll face each of the 4 walls multiple times throughout the song.

Grade Level Progression:

3rd: Perform the dance in its original form, following the cues of the song.

4th: Students add bigger movements and their own style to the original steps.

5th: Students create their own choreography for each lyrical cue throughout the song.



CUPID SHUFFLE

CHALLENGE PROGRESSIONS

- ✓ Perform the dance with fitness movements such as running in place, jumping jacks or high-leg kicks (see activity card).
- ✓ Pick a student leader to serve as group leader for each of the 4 wall directions.
- ✓ Have student leaders add a special flare to the choreography for the class to follow.

MODIFICATIONS

- ✓ Teach and demonstrate each lyrical cue before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Choreography, Count, Cues, Four-Wall Dance, Heel Touch, Lyric, Movement, Quarter-Turn, Rhythm

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E1.3-5]** Exhibits personal responsibility in teacher-directed activities (3); Exhibits responsible behavior in independent group situations (4); Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** What did you notice about how the dance was organized?
- ✓ **DOK 3:** Did the way the dance was organized help make it easier for a lot of people to perform this dance at once?
- ✓ **DOK 3:** How is this dance similar to the Cupid Shuffle? How is it different?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: The Cupid Shuffle is a popular 4-wall dance in which many people participate during social events where dancing is involved. This dance is not very complicated, so use this opportunity to help students feel successful and celebrate that feeling individually and as a group. You can also use the fitness challenges included on the activity card to begin to help your students think about how music guides choreography, as well as how fitness and exercise can be a part of both dance and positive social interaction.

SPACE JAM

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music
- ✓ **Cognitive:** I will remember and perform the dance's movements
- ✓ **Fitness:** I will perform this dance with my best effort to warm up all the parts of my body.
- ✓ **Personal & Social Responsibility:** I will encourage my classmates as we learn the movements and have fun.

ACTIVITY SET-UP & PROCEDURE

Equipment:

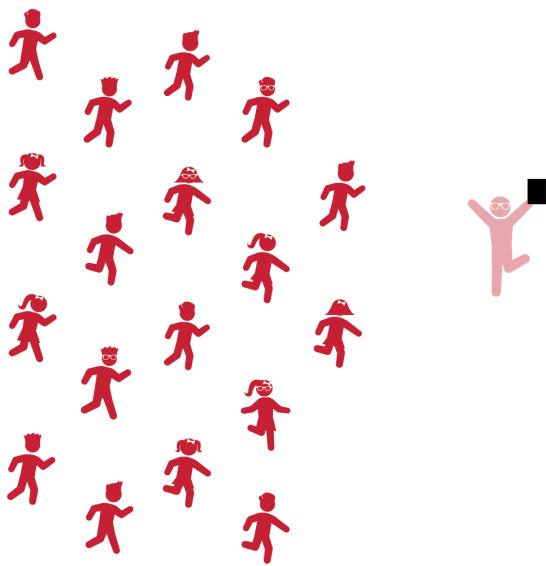
- ✓ Music Player
- ✓ Space Jam by Quad City DJ's (available on [iTunes](#) and [YouTube](#))

Set-Up:

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

TEACHING CUES

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



Activity Procedures:

1. Today's dance is to the song *Space Jam* by Quad City DJ's. It was designed to provide a fun movement experience to get the whole body moving.
2. Follow along with my movements (and/or movements being projected on the screen). Find and stay with beat of the song, and try to start to remember the sequence of the dance movements.
3. Teachers: use Space Jam Activity Card to teach the choreography of this dance.

Grade Level Progression:

3rd: Teach the choreography in parts, helping students learn each section both with and without music. Add them all together with music only when students have each section mastered.

4th: Have students follow along with music and attempt to learn the steps, going back to teach sections where they need extra practice. Once they know the steps, have them perform them with their own style.

5th: Once students have mastered this dance, have them create and perform their own "supercharged" movements.



SPACE JAM

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's movements.
- ✓ Designate one or more students as leaders to serve as a guide at the front of the class.

MODIFICATIONS

- ✓ Spend extra time teaching and demonstrating each section before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

8-Count, Beat, Bounce, Choreography, Count, Grapevine, Jump, Locomotor Skills, Movement, Non-Locomotor Skills, Respect, Responsibility, Sequence

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **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).
- ✓ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (.4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).
- ✓

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 2:** Can you explain how the different movements affected different parts of your body?
- ✓ **DOK 3:** If we changed the music, would you have to perform the dance differently? If yes, how?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Dance is like any other activity category in that skills require practice and concepts require explanation and processing. It's the teacher's job to help students process their experiences in ways that are student-centered and allow them to connect physical education lessons to their physical and emotional feelings. Take time for dance debrief sessions, and encourage deep discussion through tiered questioning techniques.

FJASKERN

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space and with a partner.

TEACHING CUES

- ✓ Follow Teacher's Cues
- ✓ Find and Follow the Beat of the Music
- ✓ Dance Faster as the Tempo Increases

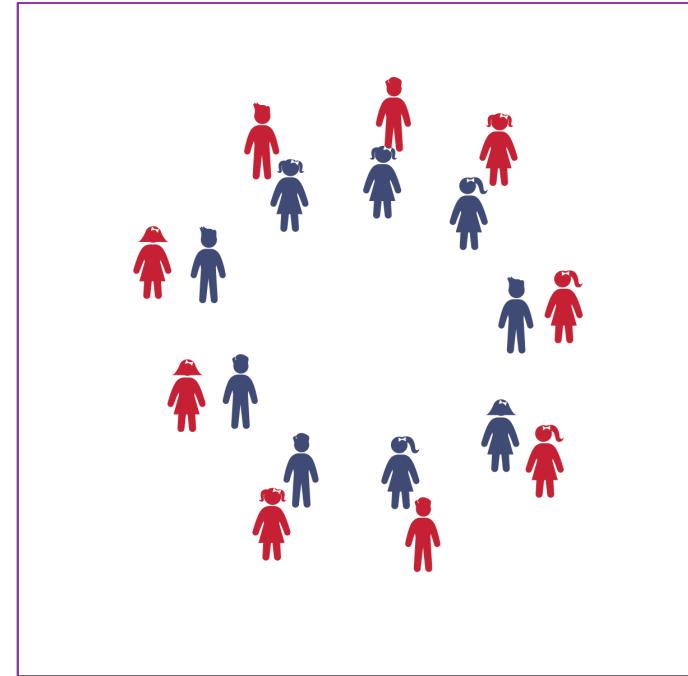
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *Fjaskern* song (available on [iTunes](#) and [YouTube](#))

Set-Up:

1. Divide the class evenly and arrange students into two circles: an outer circle and an inner circle.
2. Students who are standing across from one another in the circles are partners.
3. All students face the counter-clockwise direction.
4. Be sure students have enough space to dance safely.



Activity Procedures:

4. Today we're going to perform a Swedish dance named Fjaskern (pronounced 'FYEHS-kern'). In English, "fjaskern" means "hurry-scurry." The dance starts slow but gets faster and faster.
5. We will learn the movements of this dance first without music and then perform the dance with music together.
6. Teachers, use the Fjaskern Activity Card to teach the movements.
7. Make sure to listen to the music closely, especially when the tempo—the speed of the song—increases. You will have to dance faster to keep up with the music.

Grade Level Progression:

3rd: Focus on learning the steps and movement patterns. Take ample time to teach students the dance without music before adding music and increasing the tempo.

4th: Once students have mastered the traditional steps, allow them to insert their own movements.

5th: Try the dance with 2 sets of outer and inner circles, all inside one another (4 concentric circles). Provide additional information about Sweden to deepen the cultural aspects of the lesson.



FJASKERN

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without teacher cues.
- ✓ If there is an odd number of students, challenge the class to think of a solution on their own.
- ✓ Instead of using circles, have pairs perform the movements around hula hoops (1 hoop per pair).
- ✓ List or draw the movements on chart paper so students can follow along.
- ✓ Provide a teacher to dance alongside students who cannot remember the movements.
- ✓ Provide alternative movements for students who have movement disabilities.

MODIFICATIONS

ACADEMIC LANGUAGE

8-Count, Beat, Clockwise, Count, Counter-Clockwise, Line Dance, Movement, Partner, Tempo

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform this dance?
- ✓ **DOK 1:** What does the word 'fjaskern' mean in English?
- ✓ **DOK 2:** What did you have to do to make sure you stayed with your partner? What was it like to dance with a partner?
- ✓ **DOK 3:** Did the activity get harder as the tempo got faster and faster? Why do you think that was?
- ✓ **DOK 4:** Does this dance tell a story? Share with us a story you created around the movements of this dance and explain how that story gives it more meaning.

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Fjaskern is a dance that provides many teachable moments. It is a cultural dance that can start conversation about acknowledging similarities and celebrating differences. It also provides an opportunity for students to practice handling the challenges of working with a partner and keeping on beat with the increasing tempo. Like all dances, teach the choreography slowly at first and then move faster, finally incorporating the music once the students understand the movements. Remember to make dance fun by committing yourself fully, not fearing mistakes, and laughing often.

LOOKING UP

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will encourage my classmates as we all learn and perform this dance.

TEACHING CUES

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

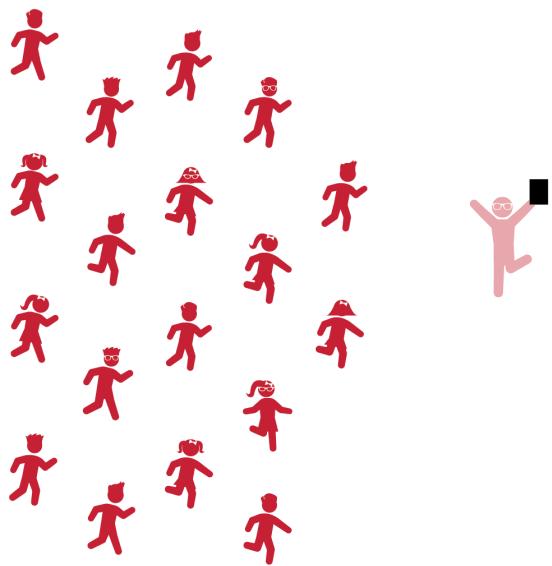
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *Looking Up* by Safety Suit (available on [iTunes](#) and [YouTube](#))

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 will perform a dynamic warm-up dance to the song *Looking Up* by Safety Suit.
2. Follow along with my movements (and/or movements being projected on the screen). Find and stay with beat of the song and try to start to remember the sequence of the dance movements.
3. Teachers: use the Looking Up Activity Card to teach the choreography of this dance.

Grade Level Progression:

- 3rd:** Teach the choreography in parts, helping students learn each section both with and without music. Add them all together with music only when students have each section mastered.
- 4th:** Have students follow along with music and attempt to learn the steps, going back to teach sections where they need extra practice.
- 5th:** Once students have mastered this dance, have them create and perform their own “supercharged” movements.



LOOKING UP

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's movements.
- ✓ Designate one or more students as leaders to serve as a guide at the front of the class.

MODIFICATIONS

- ✓ Spend extra time teaching and demonstrating each section before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Bounce, Clockwise, Count, Counter-Clockwise, Leader, Follower, Grapevine, Locomotor Skills, Non-Locomotor Skills, Responsibility, Respect, Sequence

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).
- ✓ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (.4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What dance movements did we use to perform in this dance?
- ✓ **DOK 2:** What were the different levels and directions we used to perform this dance?
- ✓ **DOK 2:** Can you explain the effect the supercharged movements had on your body as you performed this dance?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: This is a great dynamic warm-up dance. Teach this dance in parts and then add the parts together. When the dance says to “freestyle,” encourage your students to get as creative as they are and express themselves through their movements. Encourage them to dance big and give their effort. The bigger they make their movements, the more benefits the dance will have on their body.

CAN'T STOP THE FEELING

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements
- ✓ **Fitness:** I will stay actively engaged during the dance.
- ✓ **Personal & Social Responsibility:** I will move in self-space in order to keep myself and my classmates safe.

TEACHING CUES

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

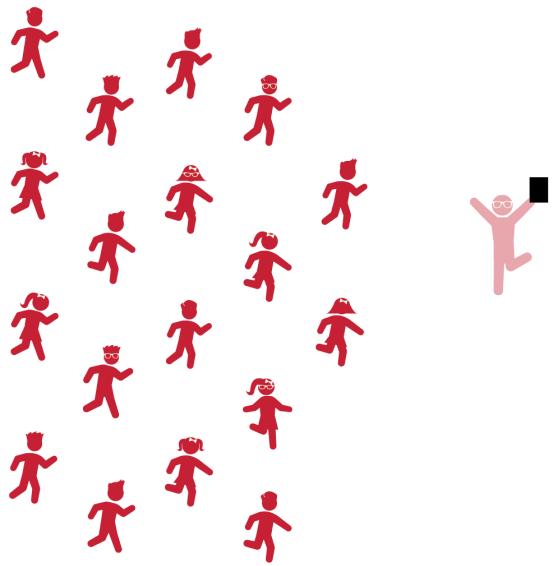
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music Player
- ✓ *CAN'T STOP THE FEELING* by Justin Timberlake (available on [iTunes](#) and [YouTube](#))

Set-Up:

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



Activity Procedures:

8. Today's activity is a fun dance to the song *Can't Stop the Music* by Justin Timberlake. It's an upbeat song that makes you want to move!
9. Follow along with my movements (and/or movements being projected on the screen). Find and stay with beat of the song and try to start to remember the sequence of the dance movements.
10. Teachers: use Can't Stop the Feeling Activity Card to teach the choreography of this dance.

Grade Level Progression:

3rd: Have students follow along with music and attempt to learn the steps.

4th: After students have followed along for a while, have them perform them with their own style.

5th: Once students have mastered this dance, have them create and perform their own "supercharged" movements.



CAN'T STOP THE FEELING

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's movements.
- ✓ Designate one or more students as leaders to serve as a guide at the front of the class.

MODIFICATIONS

- ✓ Spend extra time teaching and demonstrating each section before adding music.
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

8-Count, Beat, Bounce, Count, Diagonally, Grapevine, Jump, Locomotor Skills, Lyric, Non-Locomotor Skills, Responsibility, Respect, Sequence

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 5 [E2.3-5]** Discusses the challenge that comes from learning a new physical activity (3); Rates the enjoyment of participating in challenging and mastered physical activities (4); Expresses (via written essay, visual art, creative dance) the enjoyment and/or challenge of participating in a favorite physical activity (5).

DEBRIEF QUESTIONS

- ⌚ **DOK 1:** What dance movements did we use to perform this dance?
- ⌚ **DOK 2:** Can you describe how the music made you feel when it started to play?
- ⌚ **DOK 3:** How are the dance movements related to the beat and tempo of the music?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Use this dance to reinforce and model dancing as a fun and expressive activity that everyone can do. Let students see you enjoy the movement and creative expression of dance. It's okay if you aren't the world's best dancer. To be honest, if your dancing skills are less than perfect, you will provide a powerful example for all students to emulate.

THE VIRGINIA REEL

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will remember and perform the dance's movements.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will cooperate with my classmates to learn and perform the dance.

ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ Music player
- ✓ *The Virginia Reel* song (available on [iTunes](#) and [YouTube](#))
- ✓ Optional: tempo-modifying app such as Tempo Slow (available on the App Store)

Set-Up:

1. Arrange students in parallel lines with no more than 8 students in each line. If you have more than 16 students, form 4 or 6 lines.
2. Students who are facing one another are partners.
3. Designate the pair of students standing closest to the music player as "Head Partners." The pair at the opposite end of the line are "Foot Partners."

Activity Procedures:

1. Today we are going to learn a dance called *The Virginia Reel*. It originated from other dances that came from Ireland, Scotland, and England, but as we know it today, it has many variations. *The Virginia Reel* was named after the state of Virginia by the American colonists. It was first published in 1685 by a man named Sir Roger de Coverly, making it one of the oldest dances that is still performed in our country today.
2. First, we'll learn the movements without music while we count out loud. We'll learn one movement, practice it, and then learn another movement to add on. We'll keep adding movements until we've learned the whole dance. Then we'll add the music and dance to the song's beat.
3. *The Virginia Reel* has a clear, steady beat. Each movement will take 8 beats. Listen closely to the beat so that you can follow along. If it helps, you can count out loud 1-2-3-4-5-6-7-8 as we dance.
4. Teachers, teach the movements using the Virginia Reel Activity Card. Then add music and enjoy!

Grade Level Progression:

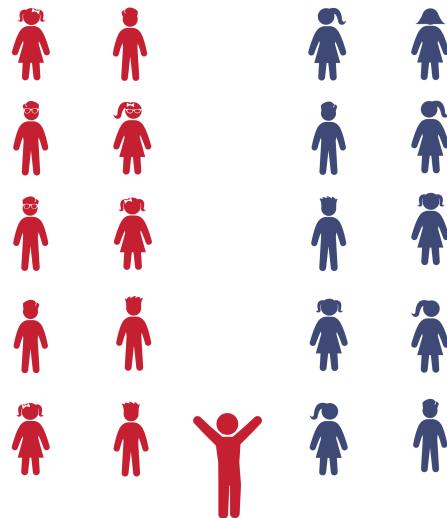
3rd: Perform the activity as described above.

4th: Have students perform the dance multiple times, switching partners each time.

5th: Add the additional "Reel the Set" challenge listed on the activity card.

TEACHING CUES

- ✓ Follow Caller Cues: Honor Your Partner, Forward and Back, Allemande Right, Allemande Left, Both Hands, Do-Si-Do, Head Partners Slide Down and Back, Reel the Set, Cast Off/Peel, Arch





VIRGINIA REEL

CHALLENGE PROGRESSIONS

- ✓ Perform the dance without following the teacher's verbal cues.
- ✓ If there is an odd number of students, challenge the class to think of a solution on their own.

MODIFICATIONS

- ✓ Have students hold a scarf instead of their partners' hands.
- ✓ Do not include the "Reel the Set" movement.
- ✓ Find a slower version of the song or use a tempo-modifying app to slow the beat.
- ✓ Perform to a 16-count rather than an 8-count (dance in *half-time*).
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

Beat, Caller, Calls, Choreography, Count, Cues, Do-Si-Do, Line Dance, Partner, Single-File Line, Skip, Slide, Tempo, Walk

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** Describe the choreography we used to perform this dance.
- ✓ **DOK 2:** What pattern did the Virginia Reel follow?
- ✓ **DOK 3:** Considering that the movements follow the same order every time, how would you know when to do the next movement if the teacher/caller did not call it out?
- ✓ **DOK 4:** What role do you think the Virginia Reel had in the lives of Scottish immigrants when they brought this dance with them when they moved to America?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: The Virginia Reel is great partner line dance that fosters a wonderful sense of teamwork and community. Teach each movement slowly and give students time to master the choreography before moving to the music. As you do, gradually increase the tempo at which students repeat 1-2-3-4-5-6-7-8 and practice the movements so they are not caught off guard when they first hear the tempo of the song. Allow time for everyone to be the head couple. Consider performing this dance at a school event or inviting parents to try it with your class.

THE HIP HOP VIRGINIA REEL

STUDENT TARGETS

- ✓ **Skill:** I will perform movements with the beat and tempo of the music.
- ✓ **Cognitive:** I will create, remember, and perform my own 8-count dance routine.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will cooperate with my classmates and accept new ideas while we create, practice, and perform our own original dance movements.

ACTIVITY SET-UP & PROCEDURE

Equipment:

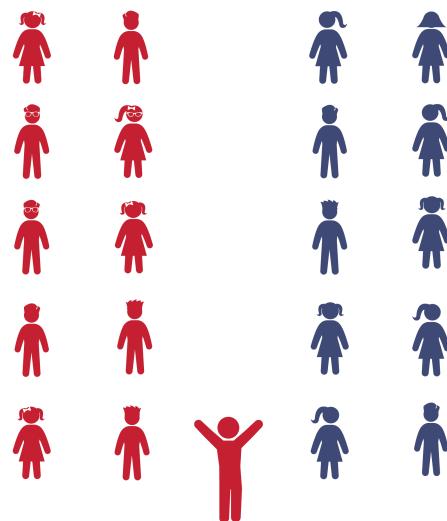
- ✓ Music player
- ✓ *Good Feeling* by Flo Rida or other favorite hip-hop song (available on [iTunes](#) and [YouTube](#))
- ✓ Optional: tempo-modifying app such as Tempo Slow (available on the [App Store](#))

Set-Up:

1. Pair students. Try to maintain pairings from the original Virginia Reel lesson.
2. Group pairs such that there are 4 pairs (8 students) in each group.

TEACHING CUES

- ✓ Think Creatively
- ✓ Find and Follow the Beat of the Music



Activity Procedures:

1. In today's class, we are going to get creative with the *Virginia Reel* dance we learned last time.
2. You and your partner will create your own 8-count movement. Then, you'll get together with your group to teach them your choreography and also learn theirs. As a group, you will decide what order your choreography should go in. Then you'll practice your new dance and perform it for the rest of us.
3. Teachers, help kick off the creativity by playing YouTube videos or demonstrating potential hip-hop movements. Additional examples are included on the Hip Hop Virginia Reel Activity Card.
4. To help students generate ideas and remember them, you can write their movements on chart paper, have them give their movements unique names, and ask students to demonstrate.
5. If you have time, have the class perform the Hip Hop Virginia Reel as you would the traditional *Virginia Reel*, only with the new movements.

Grade Level Progression:

3rd: Move from group to group, helping students brainstorm. Or, have everyone suggest ideas as a class.

4th: Have each pair create 2-3 sequences, of which they'll share 1-2.

5th: Have students in each group take turns calling out the names of their dance steps as they're performed.



HIP HOP VIRGINIA REEL

CHALLENGE PROGRESSIONS

- ✓ Attempt to perform students' choreography to several different songs.
- ✓ Create variations of the new movements, such as faster, slower, bigger, smaller, in a different direction, etc.
- ✓ Perform the dance without anyone calling out the movement cues.

MODIFICATIONS

- ✓ Use slower songs or use a tempo-modifying app to slow the beat.
- ✓ Perform to a 16-count rather than an 8-count (dance in *half-time*).
- ✓ List or draw the movements and cues on chart paper so students can follow along.
- ✓ Provide alternative movements for students who have movement disabilities.

ACADEMIC LANGUAGE

8-Count, Beat, Caller, Charge, Choreography, Collaboration, Count, Creativity, Cues, Follower, Grapevine, Hip Hop, Leader, Movement, Partner, Sequence, Tempo

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 3 [E3.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✓ **Standard 4 [E4.3-5]** Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others, both more and less-skilled (4a); Accepts players of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).
- ✓ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (3); Describes and compares the positive social interactions when engaged in partner, small-group, and large-group physical activities (.4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** How many beats do we have to perform our newly created dance sequence?
- ✓ **DOK 2:** How would you summarize your new dance to a friend or family member?
- ✓ **DOK 3:** What inspired the new dance movements you created for the Hip Hop Virginia Reel?
- ✓ **DOK 3:** How were the movements we created as a class different than the movements we performed in the traditional Virginia Reel? How were they similar?
- ✓ **DOK 3:** How could you use the Hip Hop Virginia Reel to create and tell a story?

TEACHING STRATEGY FOCUS

Dance Strategy Focus: Build confidence and excitement as you work your way up to this activity. Not only do the students have to show their creativity, but they also have to try and follow the structure of the 8-count the reel style of dancing is known for. Be fully present to provide any help they need. Encourage your students to draw on inspiration from things that are relevant and important to their lives, dances they like to do, movies they like to watch, or other activities they enjoy. Remember that all the movements they come up with are expressions of themselves that should be accepted and celebrated by the class. Have fun!

SAMPLE LESSON PLAN

FOCUS OUTCOMES

- ✓ **Standard 1 [E5.3-5]** Performs teacher-selected and developmentally appropriate dance steps and movement patterns (3); Combines locomotor movement patterns and dance steps to create and perform an original dance (4); Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern (5).
- ✓ **Standard 2 [E2.3-5]** Recognizes locomotor skills specific to a wide variety of physical activities (3); Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments (4); Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction (5).

FOCUS TARGETS

- ✓ **Skill:** I will perform the correct movements with the beat of the music.
- ✓ **Cognitive:** I will remember the names of dance steps and perform the correct movements when they are called.
- ✓ **Fitness:** I will actively engage during the activity.
- ✓ **Personal & Social Responsibility:** I will move safely and respectfully in self-space.

ACADEMIC LANGUAGE

- ✓ 8-Count
- ✓ Cues
- ✓ Four-Wall Dance
- ✓ Quarter-Turn

SELECTED ASSESSMENT

- ✓ Dance Self-Assessment

SAMPLE LESSON PLAN

1
INSTANT ACTIVITY

TRANSITION NOTES

Music is playing as students enter the activity area. Prompt students to bounce to the music as they read the academic language words for the day. When all students are present, scatter in open space facing the teacher.

Cones are set up for Cha Cha Slide instruction.

2
LEARNING TASK

Play the Cha Cha slide music and prompt students to practice 8-counting to the beat. Allow students to move to the music in any way that is appropriate and safe within their personal space.

3
LEARNING TASK

Introduce the 4-wall dance definition. Walk through the steps on the activity card without the music. Then introduce the music when students have had a chance to practice each part.

4
EXIT ASSESSMENT

ACTIVITY

Counting 8's

Cha Cha Slide Introduction

Cha Cha Slide Instructional

Students complete the Self-Assessment for Counting 8's.

DEBRIEF

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?

DOK 4: Do you think the way the music fits together can help us learn other dances? How?

DOK 3: What did you notice about the way the music fit together?

DOK 2: What locomotor skill did we perform differently in this dance than we normally would perform it?

DOK 3: How would a dance like this help people come together in a social setting?

8-COUNT

(noun)

A segment of a song that lasts for 8 counts. Most songs are made up of many 8-counts strung together.

The class danced freestyle for six **8-counts**.



BEAT

(noun)

The regular, rhythmic aspect of music that can be counted and felt in order to coordinate movement. Also, one of the single moments of emphasis in the music that, together, make up the overall beat.

Anne moved side to side with the song's **beat** as she danced.



BOUNCE

(verb)

To move in a way that imitates an object bouncing (moving quickly back or away from a surface after hitting it).

Chloe placed her hands on her knees and **bounced** them to the rhythm of the song.



CALL

(noun)

A specific instruction to be performed immediately within a dance.

The teacher spoke the **calls** of the dance so the class would know which movements to perform.



CALLER

(noun)

A person who speaks specific instructions during a dance in order to provide guidance to the dancers.

Bobby did a great job of being the **caller** for the dance because he had all the instructions memorized perfectly.



CHARGE

(verb)

To rush forward forcefully.

Anthony **charged** forward, acting like a football player trying to break through the defense.



CHOREOGRAPHY

(noun)

**The set and sequence of movements
that make up a dance when
they are performed.**

Tasfia remembered all the **choreography** and performed the dance perfectly.



CLOCKWISE

(adverb)

Movement in the same direction as the way the hands of a clock move around.

The class walked **clockwise** in a circle during the Fjaskern dance.



COLLABORATION

(noun)

The act or process of working together with others.

Because of their great **collaboration**, Darius and Francis came up with awesome choreography.



COUNT

(noun)

One of the specific beats in a measure of music that has a number assigned to it.

Eric clapped his hands on the 4th count and the 8th count.



COUNTER-CLOCKWISE

(adverb)

Movement in the direction opposite to the way that the hands of a clock move around.

Ginny turned **counter-clockwise** to face her left side.



CREATIVITY

(noun)

The ability to generate, evaluate, and refine ideas, alternatives, or possibilities (both incremental and radical) in order to improve personal and/or community quality of life.

Creativity helps us create fun and unique dances that everyone will enjoy.



CROUCH

(verb)

To bend the knees and body in order to make the body shorter and smaller.

Howie **crouched** down so he could spring back up quickly.



CUE

(noun)

A word, phrase, or other signal that tells someone that they should do something specific, especially in dance.

Jacklyn listened for the teacher's **cues** so that she would know when to perform the next part of the dance.



DANCE

(verb)

To perform a series of movements that match the tempo and rhythm of a piece of music.

Deedi loves to **dance** because moving to music makes her feel happy and creative.



DIAGONALLY

(adverb)

Stretching from one corner to the opposite corner; halfway between vertical and horizontal.

Lorena held her arms **diagonally** so that her right arm was pointing to the right and up, and her left arm was pointing to the left and down.



DO-SI-DO

(noun)

A movement used in many traditional line dances that involves two facing partners who step forward, sideways, and backward in order to move around one another.

Manny couldn't help but smile every time the teacher told them to **Do-Si-Do**.



FOLLOWER

(noun)

The person who responds to guidance signals from a leader.

Norah didn't have all of the **choreography** memorized yet, so she was happy to be a follower.



FOUR-WALL DANCE

(noun)

A type of group dance in which a similar set of movements is repeated throughout the song, and after each set, the dancers perform a quarter-turn to face the next wall.

Patience really likes **four-wall dances** because she gets to watch her classmates on every side of her perform the dance.



FREEZE

(verb)

To stop moving.

Ryan stopped in a funny position when the caller in the “Cha-Cha Slide” said, “**Freeze!**”



GRAPEVINE

(noun)

A dance/training step that repeats in order to move the dancer/athlete to the left or right (step side, cross in front, step side, cross in back).

Shantae thinks the **grapevine** is a fun way to move from side to side.



HIP HOP

(noun)

A music genre developed in the United States by inner-city teenagers in the 1970s that consists of a stylized rhythm and often includes rapping.

Maggie loves dancing to **hip hop** music because the beat is usually fast and strong.



HOP

(verb)

To perform a locomotor movement in which you take off of one foot and land on the same foot.

Taylor **hopped** from one foot to the other as she danced.



JUMP

(verb)

To push off of a surface and into the air using the power in your legs and feet.

Sometimes a great song just makes you want to **jump** around!



LEADER

(noun)

The person who guides and initiates transition in dance.

Jennie was proud to be the dance's **leader** because she had worked hard to learn the choreography.



LINE DANCE

(noun)

A type of group dance in which dancers form two lines, with sets of partners standing in opposite lines so they are facing one another.

The Virginia Reel was everyone's new favorite line dance.



LOCOMOTOR SKILLS

(noun)

The basic ways to move your body through space.

Zchantel danced every day in order to improve her **locomotor skills**.



LYRIC

(noun)

A set of prescribed words in a song.

Victor sang along with the **lyrics** of the
“Cupid Shuffle” as he danced.



MOVEMENT

(noun)

The act, process, or result of moving.

When you dance, one **movement** flows smoothly into the next **movement**.



NON-LOCOMOTOR SKILLS

(noun)

Movements that occur in body parts or the whole body, but do not cause the body to travel to another space.

Nodding your head and bouncing your knees are a few **non-locomotor skills** you might use while you dance.



PARTNER

(noun)

A person who dances with or plays on the same team as another person.

Ben performed a Do-Si-Do with his **partner** during the line dance.



QUARTER-TURN

(noun)

The act of turning the body one quarter of the way around in a circle; turning directly to one's left or right.

After we finish the set of movements that make up the “Cupid Shuffle,” we perform a **quarter-turn** and then repeat.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

Gary **respected** Erin's skills as a dancer because she always danced right on the beat.



RESPONSIBILITY

(noun)

**The state of having a duty
or obligation.**

We all have a **responsibility** to move safely in general space while we dance so that no one gets hurt.



RHYTHM

(noun)

A uniform pattern of sound or movement.

Jamie tapped her foot on the ground to the **rhythm** of the music.



ROCK

(verb)

To move from one direction to another in a smooth and steady pattern.

I like to **rock** my body back and forth when a song has slow tempo.



SEQUENCE

(noun)

A set of related events, movements, or things that follow each other in a particular order.

If you can remember to perform the right movements in the right **sequence**, you will know the dance perfectly.



SIDE-STEP

(noun)

A movement in which a person uses their right foot to step directly to the right or their left foot to step directly to the left.

Richie performed a **side-step** to the right.



SINGLE-FILE LINE

(noun)

A straight line formed when each person is directly behind the person standing in front of them.

During the Virginia Reel, the class walked in two **single-file lines** under the head partners' arms.



SKIP

(verb)

**To perform a step-hop combination
executed in an uneven rhythm,
alternating the lead foot.**

Cindy loved to **skip** during the freestyle sections
of the dance.



SLIDE

(verb)

To perform a sideward movement with one foot leading in the direction of the movement and the other foot following in a step-together pattern. Feet do not cross.

Sliding to the right and left was Jeff's favorite part of the "Cha Cha **Slide**."



STOMP

(verb)

To lift the foot and place it down on the ground forcefully.

You'll probably make a loud noise when you **stomp** your foot on the ground.



TEMPO

(noun)

Pace. The speed at which a passage of music is or should be played.

The class danced faster and faster as the **tempo** of the music increased.



ACTIVITY CARD**Counting in 8's**

Dynamic Warm-up Dance

Use music popular with students.

The authors suggest “What Makes You Beautiful” by One Direction. [[iTunes Link](#)]

Locomotor Movements	Non-locomotor Movements	Combination Movements
Walk or March	Twist or Turn	March and Wave Your Arms
Run	Shake or Wiggle	Clap Your Hands and Stomp Your Feet
Jump (for distance or for height)	Bend	Bend and Touch Your Toes
Hop	Stretch	Move Your Hips and Arms from Side to Side
Leap	Lift or Raise	Lift Alternating Knees and Touch Them with Opposite Elbows

The purpose of *Counting in 8s* is to draw students' attention to the repetition of 8-counts, not to the movements. Choose movements that are simple and straightforward, and that emphasize every single beat in the same way. For example, when marching in place, students should step evenly on every beat—in 8 counts, they will take 8 steps.

Above are some examples of movements that can work well with this activity.

ACTIVITY CARD**Dancin' Train**

Dynamic Warm-up Dance

C'mon Ride It by Quad City DJs [[iTunes Link](#)]

Music Cue	Movement
Reverse!	Everybody faces the opposite way, and the caboose is now the conductor!
Switch!	The conductor and the caboose trade places!
Loose Caboose!	All cabooses leave their train and run to another train.
Shuffle!	Everyone in the passenger cars (between the conductor and the caboose) trade places.
Slow Motion!	Everyone moves in slow motion.

Example Locomotor Skills:

Walk, Jog, Run, Skip, Hop, Gallop, Leap, Jump, Side-shuffle

Example Non-Locomotor Skills:

Bend [a body part], Stretch, Flex, Extend, Twist, Lift, Raise, Turn, Pull

ACTIVITY CARD

Trolls September

Music by Justin Timberlake and Anna Kendrick & Earth, Wind & Fire [[iTunes Link](#)]

Movement Name	Movement Description	Counts	Lyrical Cue
<i>Freestyle during the song's introduction (five 8-counts)!</i>			
Verse 1			
Run in place	Run in place with high knees, stepping on the beat	1-2-3-4-5-6-7-8	Male voice begins singing
Jump in place	Perform small jumps in place, landing on the beat	1-2-3-4-5-6-7-8	
Dip and Press Up the Sky	With feet shoulder-width apart and fists at your shoulders, squat down. As you straighten up, press your fists over your head	1-2 3-4 5-6 7-8 1-2 3-4 5-6 7-8	
Heel Rock Step and Cha Cha	Rock forward on the R heel, step back onto the L foot. Three quick steps (R-L-R) Rock forward on the L heel, step back onto the R foot. Three quick steps (L-R-L) Repeat 2 more times	1-2 3-&-4 5-6 7-&-8 1-2 3-&-4 5-6 7-&-8 1-2 3-&-4 5-6 7-&-8	Female voice begins singing
Walk in a Circle	Take 8 small steps to walk in a circle. Feel free to have fun with your arms!	1-2-3-4-5-6-7-8	
Chorus			
The Backpack Kid	Swing hips to the front R diagonal while you swing your fists to the back L diagonal. Then swing hips to the back L diagonal while you swing your fists to the front R diagonal Swing hips to the back R diagonal while you swing your fists to the front L diagonal Then swing hips to the front L diagonal while you swing your fists to the back R diagonal Repeat in reverse to "circle" in the opposition direction. Perform this movement for four 8-counts	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8	Ba de ya

ACTIVITY CARD

Shimmy and Jump Turn	Bounce your hips and shoulders, then jump 4 times clockwise to face the back of the room. Repeat to face the front of the room. Repeat in reverse, turning counter-clockwise	1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8	Ba duda
Verse 2			
Touch Back with Soft Punches	Touch the R foot back and punch forward with the L arm Touch the L foot back and punch forward with the R arm	1-2 3-4 5-6 7-8 1-2 3-4 5-6 7-8 1-2 3-4 5-6 7-8 1-2 3-4 5-6 7-8	Female voice begins singing
Ride the Horse and Lasso	Gallop with feet wide like you are riding a horse. Ride with hands together for 8 counts, then ride with your R arm in the air for 8 counts, then ride with your L arm in the air for 8 counts. Finally, ride in a circle!	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8	Male voice begins singing
Chorus			
<i>Repeat the Backpack Kid</i>			Ba de ya
Shimmy and Jump Turn	Bounce your hips and shoulders, then your R foot in front of your L foot and turn clockwise to "unwind" your legs and face the back of the room. Repeat to face the front of the room. Repeat in reverse, turning counter-clockwise	1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8	Ba de ya
Interlude 1			
Up Up, Side Side, Down Down, Jump Jump	Point your R arm up in the air and then point your L arm up in the air Point your R arm out to the R and then point your L arm out to the L Point your R arm down to the floor and then point your L arm down to the floor Jump 2 times Repeat 3 more times.	1-2 3-4 5-6 7-8 1-2 3-4 5-6 7-8 1-2 3-4 5-6 7-8 1-2 3-4 5-6 7-8	Male voice begins singing

ACTIVITY CARD

Chorus

Repeat the Backpack Kid

Ba de ya

Shimmy and Step Turn	<p>Bounce your hips and shoulders, then step 4 times clockwise to face the back of the room. Repeat to face the front of the room.</p> <p>Repeat in reverse, turning counter-clockwise</p>	<p>1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8</p>	Ba de ya
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Interlude 2

The Twist	<p>With your R foot in front, swivel your knees and hips like "The Twist" while you shift your weight from the front to the back. Do this for two 8-counts.</p>	<p>1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8</p>	Break it down
Surf the Wave	<p>Jump to face the L and plant your feet shoulder-width apart. Pretend to surf for 8 counts! Then, jump to face the R and repeat.</p>	<p>1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8</p>	

Chorus

The Twist	Jump to face the R and do The Twist for 8 counts.	1-2-3-4-5-6-7-8	Ba de ya
Step and Slide	With arms shooting out diagonally, step to the R with the R foot and slide your L foot out to the side. Then touch your L foot in two times. Repeat the other way.	1-2-3-4 5-6-7-8	
Thumbs Up and Hips Side to Side	<p>Bounce your hips to the L 2 times while you point your R thumb over your R shoulder. Then bounce your hips to the R 2 times while you point your L thumb over your L shoulder.</p> <p>Repeat.</p>	<p>1-2 3-4 5-6 7-8</p>	
Hukilau "Fishing" Shuffle	<p>Take 4 small steps to the R (R L R L) while you move your arms in a wave motion to the R.</p> <p>Take 4 small steps to the L (L R L R) while you move your arms in a wave motion to the L.</p>	1-2-3-4-5-6-7-8	

Freestyle until the song ends (four 8-counts)!

ACTIVITY CARD

The Cha-Cha Slide

Dynamic Warm-up Dance | Music by Mr. C [[iTunes Link](#)]

Music Cue	Movement
Clap Your Hands	Clap to the beat.
To the Left	Side-step (or grapevine step) to the L, stepping to the beat.
Take It Back Now, Y'all	Walk backwards, stepping to the beat.
[#] Hop(s) This Time	Jump forward with 2 feet the designated number of times, landing the jump on the song's "hop" sound.
[R or L] Foot, Let's Stomp / [R or L] Foot [#] Stomps	Lift R or L foot and place back on the floor in the same spot the designated number of times.
Cha Cha	Step forward with the R, rock back onto the L. (Counts 1-2) Quick 3-step: R-L-R. (Counts 3-&-4) Step forward with the L, rock back onto the R. (Counts 5-6) Quick 3-step: L-R-L. (Counts 7-&-8)
Turn It Out	Pivot $\frac{1}{4}$ turn to face the next wall.
Slide to the [L or R]	Step to the L or R, allowing the trailing leg to slide out to the side. Arms shoot out to the sides diagonally. The arm on the same side as the stepping foot is higher.
Criss Cross	Jump and land on 2 feet with the R in front of the L, then jump feet back out. The next time you hear this cue, repeat with the L foot landing in front.
Hands On Your Knees	Crouch forward with hands on knees, bouncing knees to the beat.
How Low Can You Go	Sink lower and lower into a crouch, going down a bit more on every beat.
Can You Bring It to the Top	Raise your body higher and higher to stand back up straight, going up a bit more on every beat.
Reverse Reverse	Do whatever movement came just before the cue, but backwards (i.e., hop backwards instead of forwards, slide back the other way).
Charlie Brown	Jump with 2 feet forward, backward, L and R while nodding your head from side to side.

ACTIVITY CARD

The Cha-Cha Slide with a Basketball

Dynamic Warm-up Dance | Music by Mr. C [[iTunes Link](#)]

Music Cue	Movement
Clap Your Hands	Pass the basketball back and forth between each hand.
To the Left	Dribble the basketball and side-step to the L, stepping to the beat.
Take It Back Now, Y'all	Walk backwards, dribbling to the beat.
[#] Hop(s) This Time	Jump forward with 2 feet the designated number of times, landing the jump on the song's "hop" sound. As you jump, pretend to shoot the basketball.
[R or L] Foot, Let's Stomp / [R or L] Foot [#] Stomps	Lift R or L foot and place back on the floor in the same spot the designated number of times.
Cha Cha	<p>While dribbling the basketball:</p> <p>Step forward with the R, rock back onto the L. (Counts 1-2)</p> <p>Quick 3-step: R-L-R. (Counts 3-&-4)</p> <p>Step forward with the L, rock back onto the R. (Counts 5-6)</p> <p>Quick 3-step: L-R-L. (Counts 7-&-8)</p>
Turn It Out	Pivot $\frac{1}{4}$ turn to face the next wall.
Slide to the [L or R]	<p>Step to the L or R, allowing the trailing leg to slide out to the side.</p> <p>While you slide, dribble the ball to the side toward which you are sliding.</p>
Criss Cross	Dribble the ball from one hand to the other.
Hands On Your Knees	Move the ball around your knees in a circle.
How Low Can You Go	Sink lower and lower into a crouch, going down a bit more on every beat while continuing to dribble.
Can You Bring It to the Top	Raise your body higher and higher to stand back up straight, going up a bit more on every beat while continuing to dribble.
Reverse Reverse	Move the ball around your body once.
Charlie Brown	Dribble the ball between your legs from one hand to the other.

ACTIVITY CARD

The Cupid Shuffle

Dynamic Warm-up Dance

Music by DJ Cupid [[iTunes Link](#)]

Music Cue	Movement
To the Right	Side-step to the R 4 times, stepping on the beat. (Counts 1-&-2-&-3-&-4-&)
To the Left	Side-step to the L 4 times, stepping to the beat. (Counts 5-&-6-&-7-&-8-&)
Now Kick	Touch the R heel out to the front and then step the R foot back in. (Counts 1-& Touch the L heel out to the front and then step the L foot back in. (Counts 2-& Repeat to the R. (Counts 3-& Repeat to the L. (Counts 4-&)
Now Walk It By Yourself	Take 8 small steps in place while turning $\frac{1}{4}$ turn to face the next wall. (Counts 5-&-6-&-7-&-8-&)

Health-Related Fitness Challenge: Cardiorespiratory Endurance

Music Cue	Movement
To the Right	Lateral jump to the R 4 times, jumping on the beat. (Counts 1-&-2-&-3-&-4-&)
To the Left	Lateral jump to the L 4 times, jumping to the beat. (Counts 5-&-6-&-7-&-8-&)
Now Kick	Perform high knees R and then L. Repeat 4 times. (Counts 1-&-2-&-3-&-4-&)
Now Walk It By Yourself	Take 4 shallow squats in place while turning $\frac{1}{4}$ turn to face the next wall. (Counts 5-&-6-&-7-&-8-&)

ACTIVITY CARD**Health-Related Fitness Challenge:** Muscular Strength and Endurance

Music Cue	Movement
To the Right	In a plank position, walk hands and feet to the R. (Counts 1-&-2-&-3-&-4-&)
To the Left	In a plank position, walk hands and feet to the L. (Counts 5-&-6-&-7-&-8-&)
Now Kick	Perform mountain climbers 4 times each leg. (Counts 1-&-2-&-3-&-4-&)
Now Walk It By Yourself	Perform 4 push-ups while turning a $\frac{1}{4}$ turn to face the next wall. (Counts 5-&-6-&-7-&-8-&)

ACTIVITY CARD

Space Jam

Full-Body Warm-up Dance

Music by Quad City DJ's [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Half Grapevine And Clap	Step to the R with the R foot, step behind with the L foot, step to the R with the R foot, touch (or jump) feet together and clap	1-2-3-4
	Step to the L with the L foot, step behind with the R foot, step to the L with the L foot, touch (or jump) feet together and clap	5-6-7-8
	Repeat	1-2-3-4 5-6-7-8
3-Step Turn, Step-Touch and Clap	3-step turn to the R (step to the R with the R foot, spin on the R foot to half-turn clockwise and face the back of the room, spin on the L to half-turn clockwise and face forward again), touch the L foot in and clap.	1-2-3-4
	Side-step L, touch the R foot in and clap, side-step R, touch the L foot in and clap	5-6-7-8
	3-step turn to the L (step to the L with the L foot, spin on the L foot to half-turn counter-clockwise and face the back of the room, spin on the R to half-turn counter-clockwise and face forward again), touch the R foot in and clap.	1-2-3-4
	Side-step R, touch the L foot in and clap, side-step L, touch the R foot in and clap	5-6-7-8
	Repeat each side	1-2-3-4 5-6-7-8 1-2-3-4 5-6-7-8
	Step with R foot, heel tap the L forward and spread the arms diagonally with the R arm up and the L arm down Step with L foot, heel tap the R forward and spread the arms diagonally with the L arm up and the R arm down	1-2 3-4
Heel Taps with Arm Stretches	Repeat 3 times	5-6-7-8 1-2-3-4 5-6-7-8

ACTIVITY CARD

Touch Back with Punches	Step with R foot, touch L foot behind and punch forward with the R hand	1-2
	Step with the L foot, touch R foot behind and punch forward with the L hand	3-4
	Repeat 3 times	5-6-7-8 1-2-3-4 5-6-7-8
Knees to Elbows	(With a bouncy spring in your step) step R, meet R elbow to L knee. Step L, meet L elbow to R knee.	1-2 3-4
	Repeat 3 times	5-6-7-8 1-2-3-4 5-6-7-8
	Pivot turn all the way around (step forward with the R foot, pivot on the R foot a half-turn to face the back of the room, repeat to face the front of the room)	1-2-3-4
Pivot Turns and Claps	Walk in place, clapping on counts 6 and 8	5-6-7-8
	Repeat	1-2-3-4 5-6-7-8

ACTIVITY CARD

Fjaskern

Dynamic Warm-up Dance

Music is traditional Swedish [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Walk	When the music begins, both circles walk counterclockwise, stepping on each beat and beginning with the R foot. Partners remain next to each other as they walk. On the 8 th count, turn to face the other direction.	1-2-3-4-5-6-7-8- 1-2-3-4-5-6-7-8
	Both circles walk clockwise, stepping on each beat and beginning with the R foot. Partners remain next to each other as they walk. On the 8 th count, partners turn to face each other.	1-2-3-4-5-6-7-8- 1-2-3-4-5-6-7-8
Heel Touches	Touch the R heel out in front and then step it back in. Touch the L heel out and step it back in. Repeat.	1-+-2-+-3-+-4-+
	Clap on 5. Partners walk toward each other, passing on the L and switching places in the circles.	5-6-7-8
	Repeat 3 more times.	3 counts of 8

Repeat these movements as the tempo gets faster and faster.

Challenge: the last time students switch places in the circle, the partner on the outside circle moves forward as well so they can begin with a new partner.

ACTIVITY CARD

Looking Up

Dynamic Warm-up Dance

Music by SafetySuit [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Step-togethers with arms waving	Step to the R with the R foot, touch the L foot in so feet are together. Arms wave high overhead to the R.	1-2
	Repeat to the L. Arms wave high overhead to the L.	3-4
	Repeat to the R. Arms wave high overhead to the R.	5-6
	Repeat to the L. Arms wave high overhead to the L.	7-8
Bent knee bounces	With feet together, knees bent, and hands on knees: bounce your knees twice to the R.	1-2
	Repeat to the L.	3-4
	Repeat to the R.	5-6
	Repeat to the L.	7-8
Half grapevine with a clap	Half grapevine to the R (step to the R with the R foot, cross the L foot behind the R foot and step on it, step to the R with the R foot).	1-2-3
	Touch the L foot in so feet are together and clap your hands.	4
	Half grapevine to the L.	5-6-7
	Touch the R foot in so feet are together and clap your hands.	8
3-step turns with a clap	3-step turn to the R (step to the R with the R foot, swing the L foot in front of the R to turn halfway around clockwise, swing the R foot behind the L foot to turn halfway around clockwise, facing front again).	1-2-3
	Touch the L foot in so feet are together and clap your hands.	4

ACTIVITY CARD

	3-step turn to the L (step to the L with the L foot, swing the R foot in front of the L to turn halfway around counter-clockwise, swing the L foot behind the R foot to turn halfway around counter-clockwise, facing front again).	5-6-7
	Touch the R foot in so feet are together and clap your hands.	8

SUPERCHARGE THE MOVES!

Side jumps with arms waving	With feet together, jump to the R and then to the L. Arms wave high overhead to the R when you jump R and to the L when you jump L.	(each jump takes 1 count) 1-2-3-4-5-6-7-8
Jump rope side to side	With feet together, jump to the R and then to the L. Pretend you're jumping rope with your arms.	(each jump takes 1 count) 1-2-3-4-5-6-7-8
Triple jumps with a clap	With feet together, jump to the R four times. Clap as you land the 4th jump.	1-2-3-4
	With feet together, jump to the L four times. Clap as you land the 4th jump.	5-6-7-8
Triple jumps with a clap	With feet together, use 4 jumps to turn all the way around clockwise. Clap as you land the 4th jump.	1-2-3-4
	With feet together, use 4 jumps to turn all the way around counter-clockwise. Clap as you land the 4th jump.	5-6-7-8

ACTIVITY CARD

CAN'T STOP THE FEELING

Warm-up Dance

Music by Justin Timberlake [[iTunes Link](#)]

Movement Name	Movement Description	Counts
Verse 1		
Step Together and Snap	Step to the R with the R foot, touch the L foot in and snap your fingers	1-2
	Step to the L with the L foot, touch the R foot in and snap your fingers	3-4
	Repeat	5-6 7-8
Touch in Front	Touch the R foot out in front or heel tap, step it back in	1-2
	Touch the L foot out in front or heel tap, step it back in	3-4
	Repeat	5-6 7-8
<i>Repeat Step Together and Snap</i>		
<i>Repeat Touch in Front</i>		
Shimmy	Shimmy to the R (toes pivot to the R, heels pivot to the R, toes pivot to the R) while arms point R, L, R	1-&-2
	Shimmy to the L (toes pivot to the L, heels pivot to the L, toes pivot to the L) while arms point L, R, L	3-&-4
	Repeat	5-&-6 7-&-8
Cross Behind and Swing	Step to the R with the R foot, cross the L foot behind, step to the L with the L foot, cross the R foot behind	1-2-3-4
	Jump both feet out shoulder-width. Place hands on knees and swing upper body from L to R	5-6-7-8
<i>Repeat Shimmy</i>		

Repeat Cross Behind and Swing

Hair Sweeps	Touch the R foot out in front while pretending to sweep your hair back with the R hand, step it back in	1-2
	Touch the L foot out in front while pretending to sweep your hair back with the L hand, step it back in	3-4
	Repeat	5-6 7-8
Swipe to the Side	With feet wider than shoulder-width, bend knees and use R arm to make a big swiping motion to the R	1-2
	With feet wider than shoulder-width, bend knees and use L arm to make a big swiping motion to the L	3-4
	Repeat	5-6 7-8
<i>Repeat Hair Sweeps</i>		
<i>Repeat Swipe to the Side</i>		
Chorus		
Half Grapevine and Hip Swings	Step to the R with the R foot, step behind with the L foot, step to the R with the R foot, jump and clap	1-2-3-4
	Swing hips and dance from side to side	5-6-7-8
	Step to the L with the L foot, step behind with the R foot, step to the L with the L foot, jump and clap	1-2-3-4
	Swing hips from side to side	5-6-7-8
	Repeat	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8
Rock and Boogie	Step to the front diagonal with the R, touch the L foot in. While doing this, lean the upper body forward and circle the fists around one another	1-2
	Step to the back diagonal with the L, touch the R foot in. While doing this, lean the upper body backward and circle the fists around one another	3-4
	Repeat	5-6 7-8

Chug in a circle	Use the right foot to slowly pivot your body around in a complete circle while pulling the right fist down. One “chug” and “pull” per beat.	1-2-3-4-5-6-7-8
------------------	---	-----------------

Repeat Verse 1

Repeat Chorus (add an extra Rock and Boogie and Chug in a Circle to fill the music)

Step Together and Groove	Step to the R with the R foot and point your thumbs to the R, touch the L foot in	1-2
	Step to the L with the L foot and point your thumbs to the L	3-4
	Repeat 3 times	5-6 7-8 1-2-3-4-5-6-7-8
Body Bounce	With feet wider than shoulder-width, punch the R arm in front and the L arm behind and pulse 2 times	1-2
	Punch the L arm in front and the R arm behind and pulse 2 times	3-4
	Repeat 3 times	5-6 7-8 1-2-3-4-5-6-7-8
Stop signs	Raise your R hand up like a stop sign, raise your L hand up like a stop sign	Lyric: “I can’t stop the, I can’t stop the”
Turn	Turn in a quick circle while waiving arms overhead	Lyric: “I can’t stop the feeling”

Repeat Chorus (add an extra Rock and Boogie and Chug in a Circle to fill the music)

Step Together and Clap	Step to the R with the R foot, touch the L foot in and clap your hands overhead	1-2
	Step to the L with the L foot, touch the R foot in and clap your hands overhead	3-4
	Repeat	5-6 7-8

Melt down to the ground to finish the song!

ACTIVITY CARD

The Virginia Reel

Traditional Reel Line Dance

Music: [iTunes Link](#)

Modified steps are used with permission from Dr. Theresa Cone's website:

<http://users.rowan.edu/~conet/rhythms/CulturalDances/VirginiaReel.html>

Movement Name	Movement Description	Counts
Forward and Back	Step forward toward your partner on the beat. On the 4 th step, bow your head to your partner.	1-2-3-4
	Step backward away from your partner on the beat.	5-6-7-8
	Repeat.	1-2-3-4-5-6-7-8
Allemande Right	Take 2 steps toward your partner on the beat.	1-2
	Grab R hands (or link R elbows) and circle one another for 4 counts.	3-4-5-6
	Take 2 steps to return to your spot in line.	7-8
Allemande Left	Take 2 steps toward your partner on the beat.	1-2
	Grab L hands (or link L elbows) and circle one another for 4 counts.	3-4-5-6
	Take 2 steps to return to your spot in line.	7-8
Both Hands	Grab both your partner's hands and circle around one another until you're back to your place in line.	1-2-3-4-5-6-7-8

Do-Si-Do	Step toward your partner on the beat and pass them on the L side.	1-2-3
	Step sideways 2 steps so that you switch sides with your partner.	4-5
	Step backwards so that you pass your partner on the R side and return back to your place in line.	6-7-8
Head partners down and back	The head couple (partners at the end of the line closest to the music player or front of the room) move toward one another, grab hands out to the sides of their bodies, and slide all the way down the line (8 counts) and then back up to where they began (8 counts).	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8
Reel the Set <small>(Optional Challenge Movement)</small>	The head couple move toward each other and hook R elbows, swinging around each other 1½ times.	1-2-3-4
	The head couple switches lines, hooking L elbows with the next person in line and swinging around 1 time.	5-6-7-8
	The head couple meets in the middle again, hooking R elbows and swinging around each other 1½ times.	1-2-3-4
	Switching lines again (back to their original lines), the head couple hooks L elbows with the next person in line, swinging around 1 time.	5-6-7-8
	Repeat down the line until the head couple is at the very end of the line. Remember: always hook R elbows with each other and L elbows with the other couples in line.	As many 8 counts as necessary
Slide Back Up	The head couple grabs hands out to the sides of their bodies and slides back up to the head of the line.	1-2-3-4-5-6-7-8
Cast Off / Peel the Banana	All students turn to face the front of the room in 2 single-file lines. The head partner on the L turns to the L and walks toward the back of the line. The head partner on the R turns to the R and walks toward the back of the line as well. All others follow. Everyone claps to the beat.	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8
The Arch	The head couple meets at the back of the room and clasps hands above their heads, forming a human bridge. All the other pairs walk “under the tunnel” and back to the front of the room. Now the second couple is the new head couple and the former leaders are at the back of the line.	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8

The dance repeats until all partners have had the opportunity to be the head couple.

ACTIVITY CARD**The Hip Hop Virginia Reel**

Movement Ideas for Inspiration

Use music popular with students. The authors suggest “Good Feeling” by Flo Rida. [[iTunes Link](#)]

Students will create their own 8-count choreography. It should consist of 4 counts to meet in the middle and 4 counts to get back to their lines. Give students movement examples and encourage them to be as creative as they are. Everyone’s ideas and creative movements are good ones. Encourage, don’t discourage.

As a caller:

- Be confident, loud and clear.
- If you lose the beat, take time to find it again before you continue.
- Count out loud to start: 1-2-3-4-5-6-7-8 (students should be moving toward their partner on 1-2-3-4 and back to their lines on 5-6-7-8)
- Use the 7th and 8th counts to call out the next movement: e.g., “1-2-3-4-5-6, Allemande (7th count), Left (8th count)”

Movement Idea	Description
The Dab	Walk 4 steps to the middle and “Dab” on the 4 th count. Walk backwards 4 steps and “Dab” on the 8 th count.
The Football Dash	Pretend to charge forward with 1 arm held out like the Heisman Trophy for 4 counts. On the 4 th count, pretend to get knocked back and stumble backwards to your starting line for 4 counts.
The Grapevine	Turn sideways. Step R foot, step L foot behind R, step R foot, tap L foot in. Then reverse: Step L foot, step R foot behind L, step L foot, tap R foot in.
The Tornado	Spin slowly toward the center for 3 counts. On the 4 th count, spin around your partner. Spin back to your starting line during the remaining 4 counts.
Show Me the Money	Place your hands together above your head. Pretend you have a stack of money in your bottom hand that your top hand is sliding out into the air. As you do this, walk 4 steps to the middle. Then reach your hands low and pretend to collect the money as you walk backwards 4 steps.

ACADEMIC LANGUAGE QUIZ

Most songs are made up of many _____ strung together.

1

- a. loops
- b. 3-counts
- c. 5-counts
- d. 8-counts

A specific instruction to be performed immediately within a dance.

2

- a. instruction
- b. call
- c. shout
- d. move

The set and sequence of movements that make up a dance.

3

- a. line dance
- b. pattern
- c. choreography
- d. song

The number/numbers associated with beats in a measure of music.

4

- a. count
- b. beats
- c. rhythm
- d. flow

A word, phrase, or signal that tells someone to do something specific.

5

- e. sign
- f. whistle
- g. noise
- h. cue

The person who responds to guidance signals from a leader.

6

- a. follower
- b. hustler
- c. leader
- d. second lead

A person who dances or plays on the same team as one other person.

7

- a. buddy
- b. partner
- c. friend
- d. opponent

The speed at which a passage of music is played. Pace.

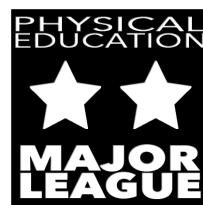
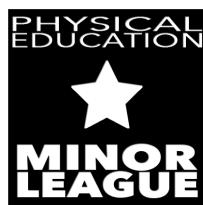
8

- a. speed
- b. beat
- c. rhythm
- d. tempo

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the "Goal" column to show how much you'd like to improve your skills after some practice and hard work.



Level 1:

I'm in the **Minor Leagues**. I wish I could do this better, and so I will keep trying my best to improve.

Level 2:

I'm in the **Major Leagues**. Practice is helping, and I will keep trying my best to improve.

Level 3:

I'm an **All Star**. I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Counting 8's	★ ★ ★	★ ★ ★	★ ★ ★
Rhythm	★ ★ ★	★ ★ ★	★ ★ ★
Following Dance/Teacher Cues	★ ★ ★	★ ★ ★	★ ★ ★
Locomotor Skills	★ ★ ★	★ ★ ★	★ ★ ★
Change Direction/Level	★ ★ ★	★ ★ ★	★ ★ ★



TOOLS FOR LEARNING DANCE SKILLS



INTERMEDIATE (3-5)

HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____

CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs movements in 8-count patterns and on beat. Consistently combines locomotor skills and can change levels and directions in response to teacher cues.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements with occasional timing and rhythm errors. Has demonstrated locomotor combinations and changes in directions and levels with acceptable control and balance.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills and movements with frequent errors. Has difficulty following cues with acceptable timing, control, and/or balance.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
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23.			
24.			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____

CLASS: _____

Proficient 4	Consistently performs movements in 8-count patterns and on beat. Consistently combines locomotor skills and can change levels and directions in response to teacher cues. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs movements with occasional timing and rhythm errors. Has demonstrated locomotor combinations and changes in directions and levels with acceptable control and balance. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills and movements with frequent errors. Has difficulty following cues with acceptable timing, control, and/or balance. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

	Score	Comments
1.		
2.		
3.		
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TEACHER SELF-EVALUATION & REFLECTION GUIDE

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3... 	
Self-Rating with Rationale	
Choose One:	
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Evidence 1 <input checked="" type="checkbox"/> Evidence 2 <input checked="" type="checkbox"/> Evidence 3 	

UNIVERSAL DESIGN CHART

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Dance

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✓ Directional arrows ✓ Spot-marker footprints ✓ Utilize a strong subwoofer to amplify vibrations from bass 	<ul style="list-style-type: none"> ✓ Allow students to move in their own space and at their own speed ✓ Allow students to improvise and create their own dance moves at any time 	<ul style="list-style-type: none"> ✓ Provide mirrors for visual feedback ✓ Provide directional markings such as arrows 	<ul style="list-style-type: none"> ✓ Provide ongoing verbal cues ✓ Provide physical assistance ✓ Provide a peer tutor/mentor ✓ Use videos, graphics, and pictures as visual examples ✓ Provide individualized (one-to-one) instruction

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators* (2nd ed.). Champaign, IL: Human Kinetics.