

## D'HAMMERSCHMIEDSGSELLN

### STUDENT TARGETS

- **Skill:** I will demonstrate the correct rhythm and movement pattern for each dance movement.
- **Cognitive:** I will perform the order and sequence of the dance by memory.
- **Fitness:** I will stay actively engaged in this activity in order to increase my heart rate and improve my aerobic capacity.
- **Personal & Social Responsibility:** I will recognize and respond appropriately to challenges.

### TEACHING CUES

- Listen and Respond to the Tempo of the Music
- If You Get Lost, Jump in on the Next Cue
- Stay Calm and Focused

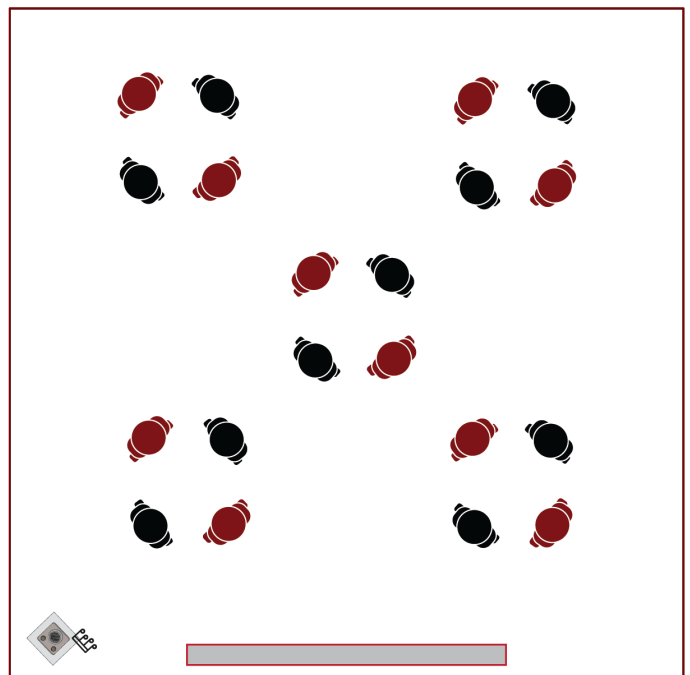
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Music player
- *D'hammerschmiedsgselln* ([iTunes](#); [YouTube](#))
- *D'hammerschmiedsgselln* Activity Card

#### Set-Up:

1. Place students into groups of 4 and arrange groups into squares.
2. Students diagonally apart, face one another and make up a pair. Designate pair A and pair B.
3. Students should be standing close enough to each other to high-five.



#### Activity Procedures:

1. Today's activity is a German dance called *D'hammerschmiedsgselln* (duh-ham'mair-scmeets-guh-sehln), also known as "the Hammer Smith." We'll use this dance to focus on the "T" element of dance: Time.
2. The object of the activity is to perform the choreography of the dance with a partner and keep up with the increasing tempo.
3. This is a form of *schuhplattle* dance, which is a traditional form of dance in Germany. In it, the dancers gently slap their own hands, thighs, and shoe soles, imitating the striking of a blacksmith's hammers. As you perform this dance, have fun and be respectful to yourself and your partner.
4. As the song speeds up, respond to the challenge in a positive way by extending effort, asking for help or feedback, and embracing the growth mindset: The more you practice, the more familiar with the choreography you will become.
5. Teachers: teach the movements using the activity card. Then add music and enjoy!

#### Grade Level Progression:

- 6<sup>th</sup>: Teach this dance with partners only, rather than 2 pairs.  
 7<sup>th</sup>: Perform the activity as described above.  
 8<sup>th</sup>: Have students perform the dance multiple times, switching partners each time.

**D'HAMMERSCHMIEDSGSELLN**

CHALLENGE PROGRESSIONS

- Provide alternative movements for students who have different movement abilities.
- Find a song with a slower tempo or use a tempo-modifying app to slow the beat.
- Prompt students to create their own hand movements.

ACADEMIC LANGUAGE

6-count, 3/4 time, Beat, Choreography, Count, Counter-Clockwise, Clockwise, Cues, Culture, Partner, Tempo, Time

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [M1.6-8]** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line, or world dance (6); Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line, and world dance (7); Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group (8).
- **Standard 2 [M12.6-8]** Varies application of force during dance or gymnastic activities (6); Identifies and applies Newton’s laws of motion to various dance or movement activities (7); Describes and applies mechanical advantage(s) for a variety of movement patterns (8).
- **Standard 4 [M4.6-8]** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).
- **Standard 5 [M3.6-8]** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF QUESTIONS

- **DOK 1:** Can you remember the cues for both pair A and pair B?
- **DOK 2:** What did you notice about the sequence of movements of pair A and pair B in relation to each other?
- **DOK 3:** What would happen if you changed the formation of this dance (where dancers were standing)? How could you make it work with a different formation and/or more or less pairs?

TEACHING STRATEGY FOCUS

**Dance Strategy:** D’hammerschmiedsgselln is a challenge to pronounce *and* perform, but like most challenges, it’s rewarding and fun once you develop competence with it. Give your students and yourself time to get a handle on this dance, first without music, then with the music. This will help guide your transitions from one part to the next. Let your students learn their part first as a pair, and then with another pair with whom they feel comfortable. Just as a blacksmith’s hammer gains a rhythm and sweet ringing musicality with every stroke, increased practice with this dance will guide you to an enjoyable lesson and fun performance.