STUDENT TARGETS

• **Skill:** I will perform movements with the beat and tempo of the music.

• **Cognitive:** I will sequence and perform dance movements in a creative dance with correct rhythm and in a pattern.

• **Fitness:** I will stay actively engaged during the dance to help improve my overall fitness level.

• **Personal & Social Responsibility:** I will accept differences among my peers and cooperate in small groups to develop a dance.

TEACHING CUES

• Find and Follow the Beat

• Think Creatively

• Find Ways to Sequence and Transition

• Have Fun!

ACTIVITY SET-UP & PROCEDURE

Equipment:

- Music player
- Music. Examples:
  - *Happier* by Marshmellow (iTunes)
  - *Gonna Make you Sweat* by C+C music Factory (iTunes)
  - Any song with a strong, steady beat
- Dance With Words Movement Cards
- Dance With Words Brainstorming Page

Set-Up:

1. Divide students into groups of 4–5.
2. Scatter groups throughout the activity area.
3. Be sure that students have enough space to dance safely.

Activity Procedures:

1. Today’s activity is called Dance With Words. This dance calls us to be choreographers.
2. The object of the activity is to work in small groups to combine 8 count movements and create a dance.
3. You will each be handed a movement card. You’ll then be responsible for creating your own 8-count movement using that card. (Teachers: Introduce the music and count the 8-count out loud to help each group understand the beat.)
4. Next you’ll join your group and work together to create a dance using each of your 8-count movements. You will be given time to practice together and then connect the movements to music. At the end of the activity, each group will present their choreography to the rest of the class.
5. We will be a respectful and encouraging audience. At the end of every dance, we will have the opportunity to identify the words each group used and see if we can pick out the dance movements of each person’s activity card.

Grade Level Progression:

6th: Perform the activity as written above.

7th: Challenge students to combine 2 groups together, or give 2 cards to each student.

8th: Have students teach each group dance to rest of class and add them together.
DANCE WITH WORDS

CHALLENGE PROGRESSIONS

- List or draw the movements and cues on chart paper.
- Provide a variety of examples of how to interpret the words into movements.
- Read the words to the students as needed.

ACADEMIC LANGUAGE

- Attack, Beat, Choreography, Cues, Dance, 8-Count, Flow, Locomotor Skills, Non-Locomotor Skills, Quality, Weight

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 4 [M6.6-8]** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules and etiquette by acting as an official for modified physical activities/games and creating dance routines within a given set of parameters (8).
- **Standard 5 [M6.6-8]** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity (6); Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates (7); Demonstrates respect for self by asking for help and helping others in various physical activities (8).

DEBRIEF QUESTIONS

- **DOK 1:** What word did you most enjoy as an 8-count piece of choreography?
- **DOK 2:** How did you determine the sequence of your dance movements?
- **DOK 3:** Do you think your dance would have come out differently if you were given different words to interpret into movements and then sequence together? How so?

TEACHING STRATEGY FOCUS

**Dance Strategy:** This dance includes some words and phrases that allow your students a choice as to whether they'll interpret them appropriately or not. Set this activity up with a tone of respect and responsibility. Some students have had life experiences that will allow them to flourish in this activity, and some may make them think they will flounder. Encourage and empower students during this activity to be creative in this safe place. There are no wrong answers during this activity, so guide them through it with enthusiasm and mentorship. Give them space to create, but be close and fully present to watch their progress and to provide encouraging and constructive feedback. Encourage them to draw on inspiration from things that are relevant and important to their lives, dances they like, movies they like, or other activities they enjoy. Remember that all the movements they create are expressions of themselves that should be accepted and celebrated by the class. Have fun!