



TOOLS FOR LEARNING  
**DANCE SKILLS**

MIDDLE (6-8)

A PUBLIC SERVICE OF





# TOOLS FOR LEARNING **DANCE**

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# OPEN

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## MODULE OVERVIEW

### ABOUT THIS MODULE

This module builds upon the learning and enjoyment that students experienced in the OPEN dance modules for grades K-2 and 3-5. The dances and activities build in complexity and ask students to use social and emotional strategies to create a positive learning environment. In order to help your students progress through this module, keep the environment fun and silly, while also maintaining high expectations for learning.

Learning dance is ultimately a journey of self-expression. Perfecting every step is not what is important. Personal enjoyment, social engagement, and appreciation for all movement forms will ultimately keep dance as an important element of an individual's physical literacy journey. Teach and reinforce skills and concepts while keeping the magic of movement alive.

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Sports Picture Activity Cards		30 pages
Dance Activity Cards	(Fist Pump Jump, Jump; Samoa Sasa; Crazy Bird; D'hammerschmiedsgselln; Appalachian Big Circle)	5 sets (11 pages total)
Dance with Words Movement Cards		10 Pages
<b>Student Assessment Tools</b>		
Self-Assessment Worksheet		
Holistic Performance Rubric		
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MODULE OVERVIEW

NATIONAL  
STANDARDS  
AND  
OUTCOMES  
FOCUS

- **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 [M1.6-8]** Creates open space by using locomotor movements (e.g., running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (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 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 min/day at least five times a week (8).
- **Standard 3 [M14.6-8]** Identifies major muscles used in selected physical activities (6); Describes how muscles pull on bones to create movement in pairs by relaxing and contracting (7); Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity (8).
- **Standard 4 [M1.6-8]** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one's own levels of physical activity and fitness (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 4 [M6.6-8]** Identifies the rules and etiquette for physical activities/games and dance activities (6); Demonstrates knowledge of rules/etiquette by self-officiating modified physical activities/games or following parameters to create or modify a dance (7); Applies rules/etiquette by acting as an official for modified physical activities/games & creating dance routines within a given set of parameters (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity (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).

MODULE OVERVIEW

PLANNING  
COMPLETE  
LESSONS

Each skill-building 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:

- |                                      |                      |
|--------------------------------------|----------------------|
| Instant Activity (not on block plan) | <i>5-10 minutes</i>  |
| + Dance Activity with Debrief        | <i>10-15 minutes</i> |
| + Dance Activity with Debrief        | <i>10-15 minutes</i> |
| + Check for Understanding            | <i>5 minutes</i>     |

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

ASSESSMENT

Three types of assessment 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.

**Holistic Performance Rubric**

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.

This Dual Holistic Rubric separates skill and SEL characteristics providing two sets of criteria to be evaluated separately. This rubric can be completed in full during the Module’s last lesson as a final holistic evaluation of each student’s performance.

**Academic Language Quiz**

Assess student knowledge with a short quiz focused on the academic language of Ultimate. Use the provided quiz as-is or as a template for creating a custom quiz.

**Dance with Words Brainstorming Page**



This page provides a road map for student work and documents their cooperative process. Use it as a dance project learning artifact. This tool also provides students with guidance as they work to explore and understand critical skill-themes and movement concepts.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	The Safety Dance + Fist Pump Jump Jump	Action, Beat, Choreography, Cues, Dance, 8 Count, Locomotor Skills
2	Sports Picture Dance + Fist Pump Jump Jump	Beat, Choreography, Cues, Dance, 8 Count, Elements of Dance, Locomotor Skills, Muscular endurance, Non- Locomotor Skills
3	Fist Pump Jump Jump + Samoa Sasa	Action, Beat, Choreography, Cues, Culture, Dance, 8 Count, Polynesian
4	Dance with Words + Samoa Sasa	Attack, Beat, Choreography, Cues, Dance, 8-Count, Flow, Locomotor Skills, Non-Locomotor Skills, Quality, Weight
5	Samoa Sasa + Crazy Bird	Action, Beat, Choreography, Cues, Dance, 8 Count, Grapevine, Locomotor Skills, Non-Locomotor skills, Pivot
6	The Safety Dance + Crazy Bird	Action, Beat, Choreography, Cues, Dance, 8 Count, Grapevine, Locomotor Skills, Non-Locomotor skills, Pivot
7	Crazy Bird + D'hammerschmiedsgselln	6-count, 3/4 time, Beat, Choreography, Count, Counter-Clockwise, Clockwise, Cues, Culture, Partner, Tempo, Time
8	Sports Picture Dance + D'hammerschmiedsgselln	6-count, 3/4 time, Beat, Choreography, Count, Counter-Clockwise, Clockwise, Cues, Culture, Partner, Tempo, Time
9	D'hammerschmiedsgselln + The Appalachian Big Circle	Beat, Caller, Call, Choreography, Cue, Direction, Do-Si-Do, Line Dance, Partner, Pathway, Relationship, Skip, Slide, Tempo
10	Dance with Words + The Appalachian Big Circle	Beat, Caller, Call, Choreography, Cue, Direction, Do-Si-Do, Line Dance, Partner, Pathway, Relationship, Skip, Slide, Tempo

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
12	6.25" Color My Class Voit Bouncees	1395254	<a href="#">Link to e-Store</a>
6-18	US GAMES TASK TENTS	1389878	<a href="#">Link to e-Store</a>
6-18	Game Cones	1245875	<a href="#">Link to e-Store</a>
6	Funnoodles	1100500	<a href="#">Link to e-Store</a>
24	Premium No-Kink Hoops	2160	<a href="#">Link to e-Store</a>
			
	Academic Language Cards		<a href="#">OPENPhysEd.org</a>
	Dance Activity Cards		<a href="#">OPENPhysEd.org</a>
	Sports Picture Activity Cards		<a href="#">OPENPhysEd.org</a>
	Dance with Words Movement Cards		<a href="#">OPENPhysEd.org</a>
	Dance with Words Brainstorm Page		<a href="#">OPENPhysEd.org</a>
	Module Assessment		<a href="#">OPENPhysEd.org</a>



**NOTES**



## THE SAFETY DANCE

### STUDENT TARGETS

- **Skill:** I will move into open space, avoid taggers, and keep control of my body while traveling through space.
- **Cognitive:** I will recognize the effects of physical activity on my body.
- **Fitness:** I will dance and play vigorously in order to elevate my heart rate and improve my cardiorespiratory endurance.
- **Personal & Social Responsibility:** I will follow the rules and etiquette of The Safety Dance so that everyone stays safe and has fun.

### TEACHING CUES

- Move Safely
- Work Cooperatively
- Find Your Energy

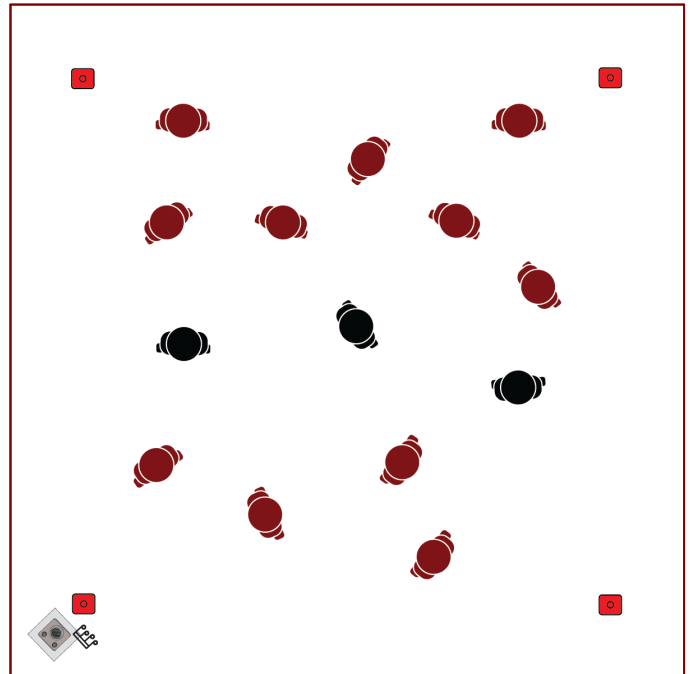
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Song: “Safety Dance” by Men Without Hats ([iTunes](#))
- 3–6 noodles for tagging
- 4 cones for boundary area

#### Set-Up:

1. Use cones to establish a large activity area, students scattered throughout.
2. Designate 3–6 students as taggers, each tagger with a noodle.



#### Activity Procedures:

1. Today we’re going to participate in a dancing tag game called The Safety Dance! This game is based on the song “Safety Dance” by Men Without Hats. The students with noodles will be taggers.
2. When you hear the start signal, begin to flee from the taggers into open space. If a tagger is getting close to you, you can stop and start dancing in place. Once you start dancing, the tagger can’t tag you for a full 8-count. As soon as you start dancing, taggers must move to chase another player.
3. If you get tagged, head outside the activity area’s boundary and then perform 10 jumping jacks or 10 push-ups (it’s your choice).
4. When you hear the stop signal, freeze. Then we’ll switch taggers and keep playing.

#### Grade Level Progression:

- 6<sup>th</sup>:** Perform the activity as described above.
- 7<sup>th</sup>:** Perform the activity as described above. Then teach 8 counts of choreography to perform when tagged.
- 8<sup>th</sup>:** Perform the activity as described above. Then teach 16 counts of choreography to perform when tagged.



**THE SAFETY DANCE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide visible safety zones in which students can dance.
- Change students' speeds by using different locomotor skills.

ACADEMIC  
LANGUAGE

Beat, Dance, 8 Count, Locomotor Skills

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 1 [M7.7-8]** Performs the following offensive skills with defensive pressure: pivot, give & go fakes (7); Executes the following offensive skills during small-sided game play: pivot, give & go fakes (8).
- **Standard 2 [M1.6-8]** Creates open space by using locomotor movements (e.g., walking, running, jumping & landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace) (6); Reduces open space by using locomotor movements (e.g., walking, running, jumping & landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal) (7); Opens and closes space during small-sided game play by combining locomotor movements with movement concepts (8).
- **Standard 3 [M6.6-8]** Participates in moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (6); Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week (7); Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** How can you recognize whether a dance or activity will elevate your heart rate?
- **DOK 2:** How can the tempo of the music affect your heart rate?
- **DOK 3:** How might you change this game to make it more (or less) vigorous?

TEACHING  
STRATEGY  
FOCUS

**Dance Strategy:** Use this instant activity to focus on dance as self-expression. Encourage students to choose movements that illustrate their fitness goals, athletic goals, or overall mood on that day. Provide positive feedback that gives specific encouragement to those students who embrace the opportunity to express themselves.

## SPORTS PICTURE DANCE

### STUDENT TARGETS

- **Skill:** I will perform and hold athletic positions with control, accuracy, and balance.
- **Cognitive:** I will identify which muscles and body parts are being used to create the movements and athletic poses.
- **Fitness:** I will work to increase my muscular endurance by holding the different athletic positions with control.
- **Personal & Social Responsibility:** I will demonstrate safe movement patterns and self-control in my actions.

### TEACHING CUES

- Use Muscular Endurance and Balance to Hold Each Position
- Hold Your Position for 8 Counts
- Move to the Next Picture on the Signal
- Move Safely and Do Not Pass Students Ahead of You

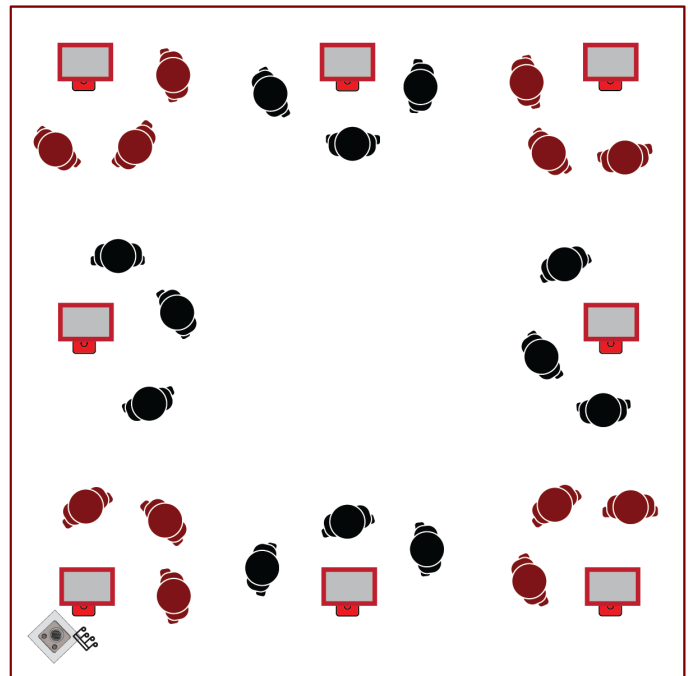
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Upbeat music; can be sport related such as Jock Jams ([iTunes](#)) or the Olympic theme ([iTunes](#))
- Sports Picture Activity Cards
- 6–18 cones (or hula hoops)
- 6–18 task tents

#### Set-Up:

1. Place activity cards around the perimeter of the activity area in task tents, rested on cones, or inside hula hoops.
2. Each student at an activity card.



#### Activity Procedures:

1. Today's activity uses sports pictures as a way to introduce the "B" element of dance: Body.
2. When you hear the start signal, recreate the athletic pose on your activity card. Hold that position for 8 counts.
3. On my next signal, move clockwise to the next activity card and recreate that pose for 8 counts. We'll continue this pattern until everyone has made it to all the activity cards.
4. Next, add music. When the music is on, students jog in a circle clockwise around the activity area. When the music stops, they quickly move to the nearest picture and recreate the pose for 2–12 counts.

#### Grade Level Progression:

**6th:** Perform the activity as described above. Students identify muscles used for each pose in a group discussion.

**7th:** Discuss how the muscles pull on the bones to create each athletic movement.

**8th:** Discuss how the heart pumps oxygen and nutrients to the muscles to fuel movements for athletic performance.



**SPORTS PICTURE DANCE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Make each of the sport-pictures bigger.
- Describe pictures to students with visual disabilities.
- Provide alternative movements for students who have movement disabilities.
- Use a tablet or screen/projector to show videos instead of pictures to help students generate movement ideas.

ACADEMIC  
LANGUAGE

Beat, Choreography, Cues, Dance, 8 Count, Elements of Dance, Locomotor Skills, Muscular endurance, Non-Locomotor Skills

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M14.6-8]** Identifies major muscles used in selected physical activities (6); Describes how muscles pull on bones to create movement in pairs by relaxing and contracting (7); Explains how body systems interact with one another (e.g., blood transports nutrients from the digestive system, oxygen from the respiratory system) during physical activity (8).
- **Standard 4 [M7.6-8]** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance (6); Independently uses physical activity and exercise equipment appropriately and safely (7); Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What were some of the body positions we held today?
- **DOK 2:** Can you identify which muscles you used to hold the positions and explain how they worked together?
- **DOK 3:** How would you use the positions you learned today to create a dance?
- **DOK 3:** How would the process of creating a dance be similar to or different from how choreographers create dances in other forms of dance such as ballet, hip-hop, or folk dance?

TEACHING  
STRATEGY  
FOCUS

**Dance Strategy:** This activity provides a great opportunity to introduce all students to a less intimidating format of dance. By including a wide array of sports in the Sports Picture Activity Cards, students will be much more likely to be able to identify and connect a sport they like with rhythmic movement. Use music in the background when introducing this activity and as students become comfortable in their understanding of the activity, then incorporate music into the activity as a way to introduce tempo and rhythm.

## FIST PUMP JUMP JUMP

### STUDENT TARGETS

- **Skill:** I will keep in time with the music and perform the steps without hesitation.
- **Cognitive:** I will perform the order and sequence of the dance by memory.
- **Fitness:** I will actively engage by following all movement cues for this dance.
- **Personal & Social Responsibility:** I will demonstrate perseverance and share the dance space with those around me.

### TEACHING CUES

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

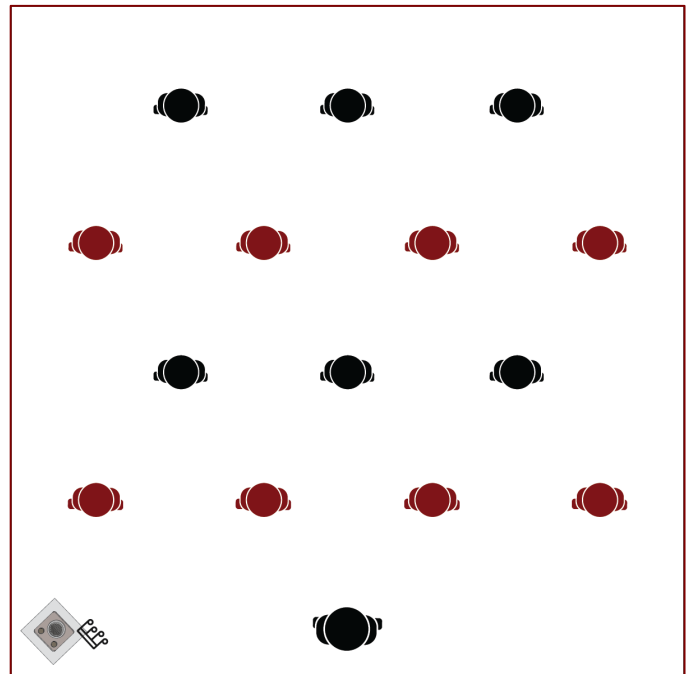
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Music Player
- *Fist Pump Jump Jump* by Ying Yang Twins feat. Greg Tecoz ([iTunes](#); [YouTube](#))
- Fist Pump Jump Jump Activity Card
- Fist Pump Jump Jump Video [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. This dance was created with choreography that is meant to be fun and warm up the whole body.
2. It was created by a group of physical education teachers from across the United States who love to dance and want to motivate students and other teachers to dance along with them.
3. 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.
4. Teachers: Use the Fist Pump Jump Jump Activity Card to teach the choreography of this dance. It may be helpful to teach one section at a time, practicing as a class first without music and then with music. Once each section is mastered, add a new section until the class has learned the entire dance.

#### Grade Level Progression:

- 6<sup>th</sup>: Students perform this dance by following the movements led by the teacher or video.  
 7<sup>th</sup>: Students perform this dance from memory without being led by teacher or video.  
 8<sup>th</sup>: Students perform this dance facing a partner, maintaining their movement integrity.



**FIST PUMP JUMP JUMP**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- 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.

ACADEMIC  
LANGUAGE

Action, Beat, Choreography, Cues, Dance, 8 Count

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 [M1.6-8]** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one’s own levels of physical activity and fitness (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What dance movements did we use for Fist Pump Jump Jump?
- **DOK 2:** How are the movements of each of the video’s dancers similar or different?
- **DOK 3:** How did you do while performing this dance? What can you do to feel better about your performance?
- **DOK 4:** How would you change the movements of this dance to better suit your experience level? To make the dance more or less aerobic?

TEACHING  
STRATEGY  
FOCUS

**Dance Strategy:** For some students, this dance will provide a challenge. Introduce and teach the choreography early in the module’s block plan. Then, reinforce student learning by using this dance as your instant activity. By the end of the module, students will be able to demonstrate this dance as a movement showcase of motor learning and personal perseverance.



## SAMOA SASA

### STUDENT TARGETS

- **Skill:** I will demonstrate the movements of this dance with the correct rhythm and in the correct pattern.
- **Cognitive:** I will identify the cultural significance of the movements as I learn them.
- **Fitness:** I will try to stay actively engaged while I perform this dance.
- **Personal & Social Responsibility:** I will use this activity to learn something new about a classmate.

### TEACHING CUES

- Verbal Choreography Cues: Pati, Po, Flick, Snap
- Listen and Count with the Beat

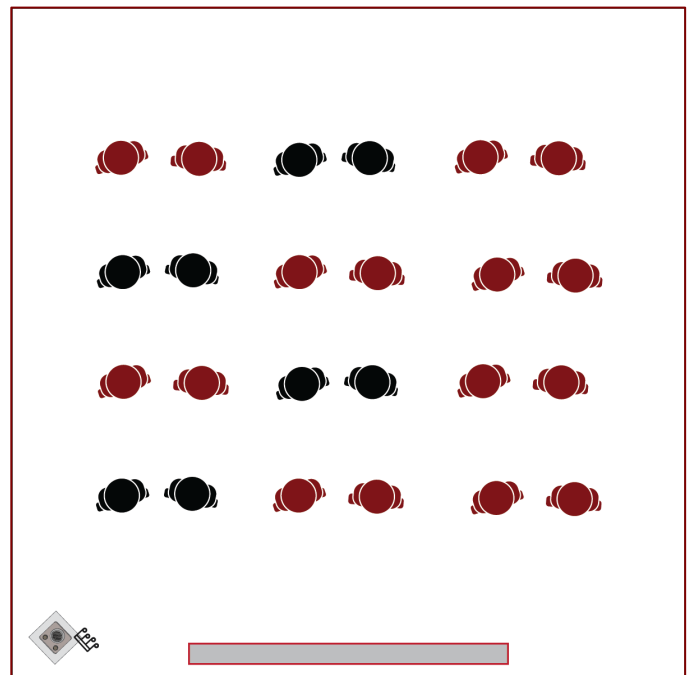
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Music player and 1 of the following songs:
  - *The Bongo Song* by Safri Duo ([iTunes](#))
  - *Watsui Warrior Drums* by Van Kampen ([iTunes](#))
  - *On The Drums (Sascha Krohn Remix)* by Eric Sneo ([iTunes](#))
- Alternatively, use a hand drum and keep a steady beat for the students.
- Samoa Sasa Choreo Cards
- Samoa Sasa Activity Card ([YouTube](#))

#### Set-Up:

1. Activity 1: Students are seated cross-legged next to a partner or in a group.
2. Activity 2: Students are seated cross-legged in even rows.
3. Display dance patterns on a wall or projector screen for students to follow.



#### Activity Procedures:

1. Today's activity is called Samoa Sasa. We will use this dance to focus on the "E" element of dance: Energy.
2. A Sasa is a group dance that uses hands movements, such as claps and gentle slaps, and can be performed sitting or standing.
3. The hand movements in this dance are used to show aspects of everyday life. This dance is quite fast and accompanied by rapid drumming and singing.
4. Teachers: Use the Samoan Sasa Choreo Cards to teach the movements of this dance, and then use the Samoa Sasa Activity Card to teach the full routine.

#### Grade Level Progression:

- 6<sup>th</sup>: Try this activity by just teaching the hand movements of the dance.  
7<sup>th</sup> & 8<sup>th</sup>: Perform the activity as described above.



**SAMOA SASA**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Pair students together to practice each movement pattern with a peer coach.
- Provide a video demonstration in slow motion and in real time.

ACADEMIC  
LANGUAGE

Action, Beat, Choreography, Cues, Polynesian, Dance, Culture, 8-count

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 [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).

DEBRIEF  
QUESTIONS

- **DOK 1:** What were the different movements we performed in this dance called?
- **DOK 2:** How did the number and sequence of the movements affect our performance of the dance?
- **DOK 3:** What importance do you think this dance has to the cultures that learn, practice, and perform it?

TEACHING  
STRATEGY  
FOCUS

**Dance Strategy:** When teaching cultural dances, it is important to provide context. Read the excerpt in [the link provided](#) and use it to talk to students about the cultural significance of and meaning behind the movements. As students learn and successfully perform the steps, add additional movements that provide a richer story. Using cue cards or projecting the steps can help students see what is coming next and anticipate that movement. Begin by teaching the dance slowly, piece by piece. Add music and additional steps as you observe that the students are ready.



## CRAZY BIRD (BABA HOU!)

### STUDENT TARGETS

- **Skill:** I will perform movements with the beat and tempo of music in a 1-wall or 4-wall dance.
- **Cognitive:** I will perform the order and sequence of the dance by memory.
- **Fitness:** I will increase and sustain my heart rate for the duration of the dance.
- **Personal & Social Responsibility:** I will demonstrate perseverance and share the dance space with those around me.

### TEACHING CUES

- Walk Forward/Backward
- Grapevine
- High Knees
- Pivot

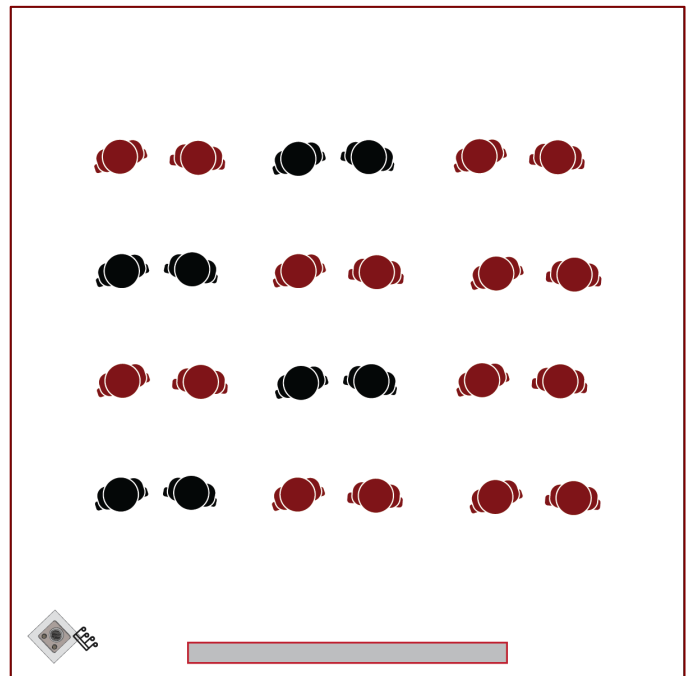
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Music Player
- *Last Night (Baba Hou!)* ([iTunes](#))
- Crazy Bird (Baba Hou!) Activity Card
- Crazy Bird (Baba Hou!) ([Tutorial Video](#))
- Crazy Bird (Baba Hou!) ([Demonstration Video](#))

#### Set-Up:

1. Arrange students in rows, leaving enough space for students to dance without coming into contact with their neighbor.
2. Rows should be able to move forward, backward and side to side without coming into contact with any walls.



#### Activity Procedures:

1. Today's dance is called Crazy Bird Baba Hou! This is a line dance that has a repeated sequence of 4 parts. We'll use this dance to focus on the of the "A" element of dance: Action.
2. This dance has movements for both our lower body and our upper body. First, we'll learn the movements for our lower body, and then learn and we'll add on the movements for our upper body.
3. Teachers: Use the Crazy Bird Baba Hou Activity Card (and/or the video) to teach the choreography of this dance. Teach the movements without music first, and then add music.
4. The 4 parts of this dance repeat, so if you get stuck on one movement, don't worry. Just pick up the beat on the next movement.

#### Grade Level Progression:

- 6<sup>th</sup>: Perform the activity as described above.  
 7<sup>th</sup>: Have students suggest variations to the movements.  
 8<sup>th</sup>: Have students suggest different locomotor and nonlocomotor movements to perform within the dance.

**CRAZY BIRD**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- 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.

ACADEMIC  
LANGUAGE

Action, Beat, Choreography, Cues, Dance, 8 Count, Grapevine, Locomotor Skills, Non-  
Locomotor skills, Pivot

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 3 [M5.6-8]** Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities (6); Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities (7); Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day (8).
- **Standard 4 [M1.6-8]** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one's own levels of physical activity and fitness (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What was the choreography we used to perform this dance?
- **DOK 2:** How does the sequence of the choreography affect how the dance is performed?
- **DOK 3:** How does dance enhance or detract from social settings? Does proficiency of dance performance have any effect on the social dynamics of a class or event?
- **DOK 4:** How would you change this dance to make it a better tool for connection and social collaboration?

TEACHING  
STRATEGY  
FOCUS

**Dance Strategy:** By middle school, almost all of your students will have some experience level with 4-wall dances. For example, they will probably know The Cupid Shuffle, The Cha Cha Slide, and/or The Wobble. Teaching them a new, complex 4-wall dance like Crazy Bird Baba Hou provides them an opportunity to expand their dance skills within a format they are familiar with; it can also progress towards physical literacy. As with all new dances, first teach them the choreography at a speed at which they can gain competence and confidence with the movements, and then slowly introduce a faster tempo and the music to accompany the movements. Feel free to adapt the existing choreography to some of your favorite movements and make this dance a favorite at your school. Dance is fun, you are awesome! Wahoo!

## 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

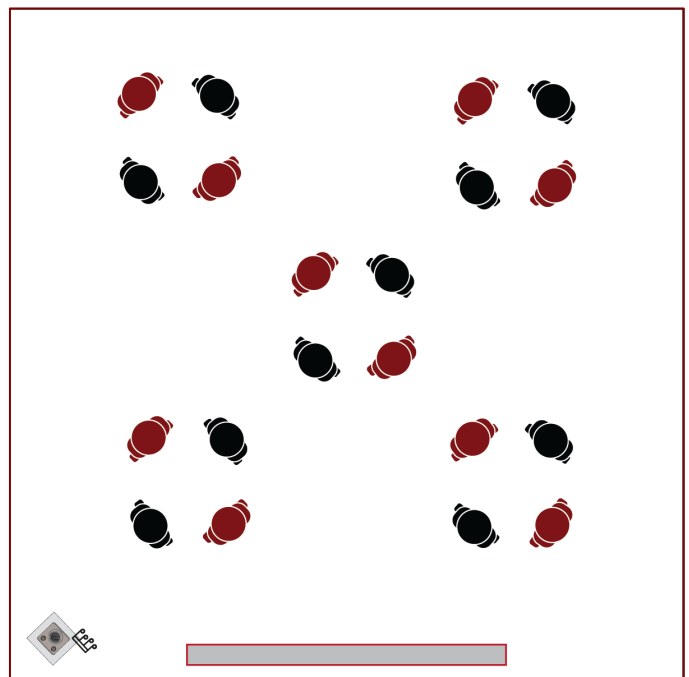
### ACTIVITY SET-UP & PROCEDURE

#### 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

### UNIVERSAL DESIGN ADAPTATIONS

- 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.

## THE APPALACHIAN BIG CIRCLE

### STUDENT TARGETS

- **Skill:** I will perform the choreography of this dance to the correct beat and tempo.
- **Cognitive:** I will remember what choreography each call represents and demonstrate my understanding by performing the correct movements on cue.
- **Fitness:** I will stay actively engaged during this dance.
- **Personal & Social Responsibility:** I will demonstrate patience with myself and others as we learn this dance.

### TEACHING CUES

- Listen Closely to The Caller
- Follow the Pattern
- Be Positive

### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Music Player
- Appalachian Big Circle Dance Audio Track ([iTunes](#)), ([Soundcloud](#)) or any traditional square dance or fiddle music.
- Appalachian Big Circle Activity Card

#### Set-Up:

1. Arrange students in a single large circle.
2. Assign students a partner and a corner partner.
3. Also assign small groups of 4–6 dancers.



#### Activity Procedures:

1. Today's activity is called The Appalachian Big Circle Dance, and it will help us focus on the "S" element of dance: Space. This American folk dance uses square dance movements, but the dancers stand in one large circle instead of the traditional square formation.
2. The object of the activity is to introduce students to square dancing and provide students the opportunity to share and socialize as they move through different directions, orientations, places, pathways, and relationships within the circle.
3. First, we'll learn the movements without music while we count out loud. We'll learn one movement, practice it, add music, and then learn another movement to add on. We'll keep adding movements until we've learned the whole dance. Then we'll do the entire dance to music and dance to the song's beat.
4. The Appalachian Big Circle Dance has a clear, steady beat. Each movement takes 8 beats. Listen closely to the beat and follow along. If it helps, you can count out loud, "1-2-3-4-5-6-7-8", as we dance.
5. Teachers: Teach the movements using the Appalachian Big Circle Activity Card, calling out the choreography. Then add music and enjoy!

#### Grade Level Progression:

- 6<sup>th</sup>: Perform this dance first in smaller circles and then in the big circle.  
7<sup>th</sup> and 8<sup>th</sup>: Perform the activity as described above.



**THE APPALACHIAN BIG CIRCLE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- 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.
- Have students hold a scarf instead of their partners' hands.
- Perform to a 16-count rather than an 8-count (dance in half-time).

ACADEMIC  
LANGUAGE

Beat, Caller, Call, Choreography, Cue, Direction, Do-Si-Do, Line Dance, Partner, Pathway, Relationship, Skip, Slide, Tempo

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 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 some of the cues of this dance?
- **DOK 2:** What did you notice about the sequence of choreography for this dance?
- **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:** When would this dance traditionally be performed, and what social value would this dance bring to that event?

TEACHING  
STRATEGY  
FOCUS

**Dance Strategy:** The Appalachian Big Circle Dance is performed in a circle rather than a traditional square formation in order to encourage more interaction, sharing, and socializing. Teach each movement slowly and give students time to master the choreography before transitioning to music. As you do, gradually increase the tempo and have students count out loud while practicing so they are not caught off guard when they first hear the tempo of the song. Allow time for your students to feel confident individually before moving to partners and small groups. Consider performing this dance at a school event or inviting parents to try it with your class.

## DANCE WITH WORDS

### 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:

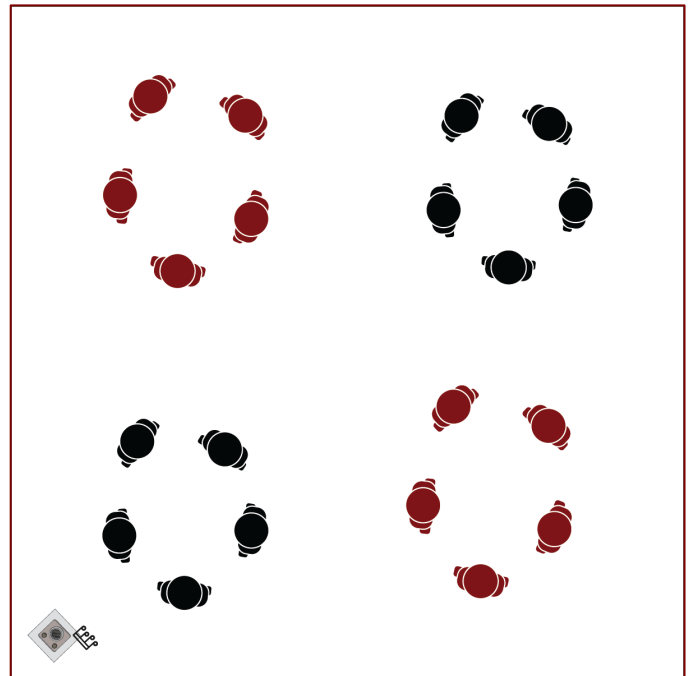
1. Divide students into groups of 4–5.
2. Scatter groups throughout the activity area.
3. Be sure that students have enough space to dance safely.

#### 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:

- 6<sup>th</sup>: Perform the activity as written above.
- 7<sup>th</sup>: Challenge students to combine 2 groups together, or give 2 cards to each student.
- 8<sup>th</sup>: Have students teach each group dance to rest of class and add them together.



**DANCE WITH WORDS**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- 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!



## SAMPLE LESSON PLAN

### FOCUS OUTCOMES

- **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 3 [M5.6-8]** Participates in a variety of lifetime recreational team sports, outdoor pursuits, or dance activities (6); Participates in a variety of lifetime dual and individual sports, martial arts, or aquatic activities (7); Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day (8).
- **Standard 4 [M1.6-8]** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors (6); Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates (7); Accepts responsibility for improving one's own levels of physical activity and fitness (8).

### FOCUS TARGETS

- **Skill:** I will perform movements with the beat and tempo of music in a 1-wall or 4-wall dance.
- **Cognitive:** I will perform the order and sequence of the dance from memory.
- **Fitness:** I will increase and sustain my heart rate for the duration of the dance.
- **Personal & Social Responsibility:** I will demonstrate perseverance and share the dance space with those around me.

### ACADEMIC LANGUAGE

- Action, Beat, Choreography, Cues, Dance, 8-Count, Grapevine, Locomotor Skills, Non-Locomotor Skills, Pivot

### SELECTED ASSESSMENT

- Holistic Performance Rubric
- Academic Language Quiz

SAMPLE LESSON PLAN

TRANSITION NOTES

ACTIVITY

DEBRIEF

**1**  
INSTANT  
ACTIVITY

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 and face the teacher for instruction.



Safety  
Dance



**DOK 1:** How can you recognize whether a dance or activity will elevate your heart rate?  
**DOK 2:** How can the tempo of the music affect your heart rate?  
**DOK 3:** How might you change this game to make it more (or less) vigorous?

Cones are set up for Safety Dance.

**2**  
LEARNING  
TASK

Play the Crazy Bird music and prompt students to practice counting 8-counts to the beat. Then learn the steps in a 1-wall direction. Allow students to follow the teacher/video instruction in a way that is appropriate and safe within their personal space.



Crazy Bird  
introduction;  
8-count  
practice with  
choreography



**DOK 1:** What was the choreography we used to perform this dance?

**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. As the class progresses, students can replace the teacher as the lead.



Crazy Bird;  
teacher  
leads 4-wall  
dance step



**DOK 2:** How does the sequence of the choreography affect how the dance is performed?

**DOK 3:** Does proficiency of dance performance have any effect on the social dynamics of a class or event?

**4**  
EXIT  
ASSESSMENT

- Review Holistic Performance Rubric for the Crazy Bird Dance
- Debrief with DOK questions

# 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**.



# ACTION

(noun)

**One of the five elements of dance; makes up the actual movements that are performed during a dance.**

---

Iris demonstrated a variety of **actions** as she dabbled, punched, clapped and leapt through the room to the music.



# ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

---

Caroline **actively engages** in physical education class because she wants to learn more dance routines.



# BACKWARD

(adverb)

Moving toward the back or in reverse.

---

The dance required the group to take two steps **backward**.



# BALANCE

(noun)

**An even distribution of weight that allows someone or something to stay upright and steady.**

---

Frank maintained his **balance** while propelling himself through open space.



# BASE OF SUPPORT

(noun)

The area beneath a person that includes all points of contact the person makes with the supporting surface.

Jessica stood with her feet apart in order to maintain a wide **base of support**.





# 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.



# BEND

(verb)

To move a body part into a curve or angle.

---

Kendra will **bend** her knees when she hears the song cue.



# BODY

(noun)

**One of the five elements of dance; what we move when we dance.**

---

By moving parts of their **bodies** to the music, the students started to create choreography for a dance.



# BODY CONTROL

(noun)

The ability to start, stop, and continue physical movements while safely maintaining balance and form.

---

Navaeh danced faster and faster and suddenly stopped with the music, showing fantastic **body control** as she took a bow.



# BODY ORIENTATION

(noun)

The alignment of a person's body within space or in relation to an object.

---

Rashid showed great **body orientation** with perfect posture and position next to his dance partner.



# 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 the choreography memorized perfectly.



# CHALLENGING

(adjective)

**Difficult in a way that tests one's abilities and knowledge.**

---

Learning new choreography and memorizing it takes practice because it is **challenging**.





# 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** with a partner during the square 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.



# COMBINATION

(noun)

The result of bringing two or more things together to create a sequence or a set.

---

Shanae and Darcy created a new **combination** of dance choreography for their dance project.



# COUNTER-CLOCKWISE

(adverb)

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

---

The class walked **counter-clockwise** with a partner during the square dance.



# 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.



# 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.





# CULTURE

(noun)

The behaviors, customs, arts, and beliefs that are characteristic of a particular social, ethnic, or age group.

---

We learned about the **culture** of other countries as we learned dances from around the world.



# 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.



# DIRECTION

(noun)

The course along which something moves.

---

This dance moves in a clockwise **direction**.



# 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**.



# ENCOURAGEMENT

(noun)

**Support, confidence, or hope offered by someone or some event.**

---

Paul offered his friends **encouragement** by telling them how much their skills had improved during their practice.



# ENERGY

(noun)

**One of the five elements of dance; describes how we move when we dance.**

---

The **energy** of Robert and Paula's dance changed from controlled, smooth movements to vigorous, free movements as the mood of the song changed and the tempo increased.



# ENJOYMENT

(noun)

**A positive feeling caused by doing or experiencing something you like.**

---

Kecia felt **enjoyment** in physical education because she was able to dance with her friends.





# EXPRESS

(verb)

To convey a thought or feeling in words or by gestures and conduct.

---

Felicia **expressed** her emotions in the choreography of her dance.



# 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**.



# FORWARD

(adverb)

**Moving toward the front.**

---

Glen ran **forward** to the wall in front of him as fast as he could.



# 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 the classmates all around her perform the dance.



# GALLOP

(verb)

To perform a sliding movement in a forward direction.

---

During physical education, students were asked to **gallop** from one end of the gym to the other.



# GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

In physical education class, we share **general space** so that everyone can move within the activity boundaries.



# 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.





# GROWTH MINDSET

(noun)

Defined by psychologist Carol Dweck as a belief that abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.

---

Ellie has a **growth mindset**. She understands that making mistakes when she practices will help her learn correct form and technique as long as she tries her hardest.



# HIGH

(adjective or adverb)

**At a level that is greater than normal.**

---

Standing up on the balls of their feet, with arms extended, the dancers rose **high** to accent their choreography.



# HOP

(verb)

To perform a locomotor movement in which the performer takes off of one foot and lands on the same foot.

---

Sandy **hopped** gracefully while performing her dance.



# JOG

(verb)

**To run at a steady, gentle pace.**

---

Melissa **jogged** around the block four times a week as a form of physical activity.



# JUMP

(verb)

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

---

The dancers **jumped** up and down to the beat of the song.



# 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.



# LEAP

(verb)

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

---

When hiking, Olivia **leaped** over a puddle that was obstructing the trail.





# LEVEL

(noun)

**Position of the body or its parts in relation to the floor, a person, or a piece of equipment.**

---

Sophia knew that the three **levels** include low, medium, and high.



# LIFETIME ACTIVITY

(noun)

**An activity, exercise, or sport one can enjoy throughout their lifetime, from childhood to old age.**

---

Dancing is Maria's favorite **lifetime activity**.



# 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 Cupid Shuffle was everyone's favorite **line dance.**



# LOCOMOTOR

(adjective)

**A type of movement used to get from place to place.**

---

Dane and Dory leapt, galloped, and glided through the open space, demonstrating several **locomotor** skills.



# LOW

(adjective or adverb)

**At a level that is less or further to the ground than normal.**

---

In order to move under the rope, Jamel had to crawl **low** to the ground.



# LYRIC

(noun)

**A set of prescribed words in a song.**

---

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



# MARCH

(verb)

To walk in a regular, measured tread.

---

The class **marched** perfectly to the beat and tempo of the music.





# MIRROR

(verb)

**To match or imitate the movement of another person or object.**

---

Faith **mirrored** Katrina's movements perfectly while they practiced their dance routine.



# NON-LOCOMOTOR (AXIAL) SKILLS

(noun)

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

---

Chinazo and Helen stay connected to the floor as they performed **non-locomotor skills** such as turning, swaying, and bending.



# NONVERBAL COMMUNICATION

(noun)

A transfer of information without the use of spoken language; rather, with the use of elements such as facial expressions, hand gestures, posture, etc.

---

The team used **nonverbal communication** in the noisy stadium to ensure that everyone ran the same play.



# OPEN SPACE

(noun)

**An area of general space with no obstacles where people or objects can move freely.**

---

TJ was careful to watch out for his classmates in order to move safely in **open space**.



# OVER

(preposition)

**Directly above something.**

---

Ben held his hand **over** his head because he wanted to answer a discussion question.



# 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.



# PATHWAY

(noun)

**A course or track along which a body or object moves as it travels through general space.**

---

Anthony demonstrated moving in different **pathways** by walking first in a zigzag, then in a curve, then straight across the room.



# PATTERN

(noun)

**A set of movements or actions that occurs in a predicable and often repeating manner.**

---

In music, **patterns** are called rhythms.





# PERSONAL RESPONSIBILITY

(noun)

**A commitment to act in a way that shows respect for the self and others while being accountable for honoring commitments and duties.**

---

Maddie takes **personal responsibility** in class by using equipment the right way and always working hard to improve her skills.



# PERSONAL SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

---

It's important to respect everyone's **personal space** in physical education class so that we can all learn without feeling uncomfortable.



# POLYNESIAN

(adjective)

A native or inhabitant of Polynesia, or a person of Polynesian descent, including those who are Maori, Hawaiian, or Samoan.

---

The **Polynesian** dance company performed a traditional culture dance for heritage day.



# POSITIVE LANGUAGE

(noun)

**Words and thoughts communicated with a focus on the good qualities of a person, place, or situation.**

---

**Positive language** helps teammates and opponents all feel respected.



# PRACTICE

(verb)

To perform an activity or exercise repeatedly and/or regularly in order to improve or maintain skill.

---

Kurt knew that he had to **practice** his choreography in order to keep getting better.



# 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 line dance, we perform a **quarter-turn** and then repeat.



# RELATIONSHIP

(noun)

The way that two or more concepts, objects, or people are connected.

---

In physical education class, we learn about the movement **relationship** between people and objects.



# 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.





# RUN

(verb)

**To transfer weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet; similar to walking but with a longer stride.**

---

Janine loves to **run** because it makes her feel free and happy.



# 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.



# SKIP

(verb)

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

---

**Skipping** is like jogging, except you hop after you take every step.



# SLIDE

(verb)

**To move sideways 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.



# **SOCIAL INTERACTION**

(noun)

**The way that people relate and respond to each other when in pairs or groups.**

The **social interaction** of the class while they learned the dance was very positive because the students gave one another a lot of encouragement.



# SONG CUES

(noun)

**Words, sounds, or parts of a song that give a dancer a prompt to perform a specific movement.**

---

Sarah listened to the **song cues** so she knew when to change her dance actions.



# SPACE

(noun)

**An area with height, depth, and width within which all things exist and move.**

---

The group of students move in different pathways throughout **space** to the rhythm of the song.





# SPACE

(noun)

**One of the five elements of dance; where we move as we dance.**

---

The dancers started their choreography in their own personal **space**, but quickly began move through the general space of the room as they danced.



# SPEED

(noun)

The ability to propel the body or a part of the body rapidly from one point to another.

---

Ralph's **speed** was incredible. Sara was the only student in the entire school who could keep up with him.



# SWING

(verb)

To move or cause something to move back and forth or side to side while suspended on an axis.

---

Stephanie **swung** her arms back and forth to demonstrate a non-locomotor movement.



# TEMPO

(noun)

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

---

The **tempo** of the music was too fast, so it was hard for the students to keep up with the dance moves.



# THE ELEMENTS OF DANCE

(noun)

Foundational concepts and vocabulary of movement organized to help better teach, learn and understand dance as an artistic practice. These elements create the acronym B.E.A.T.S. Body, Energy, Action, Time, Space.

---

The **elements of dance** include Body, Energy, Action, Space, and Time.



# TIME

(noun)

The duration of an event or period. One of the five elements of dance; guides us to know when to move.

---

Maria moved in **time** with the music throughout her dance.



# TRANSFER OF WEIGHT

(noun)

A change in the center of gravity beyond its base of support in order to create movement or generate force.

---

Kristen performed a **transfer of weight** when she did a cartwheel.



# TURN

(verb)

**To rotate the body or another object.**

---

Abby started out facing one direction, but then she did a **turn** to face the other direction.





# UPPER BODY

(noun)

**Body above the waist.**

---

Vera kept her **upper body** still as she marched around the room.



# WALK

(verb)

**A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.**

---

Mrs. Parker expects the students in her class to **walk** when they are in the hallway.



# ZIGZAG

(noun)

**A pathway with a series of sharp right and left turns.**

---

In order to avoid other players, Maggie moved in a **zigzag** across the court.











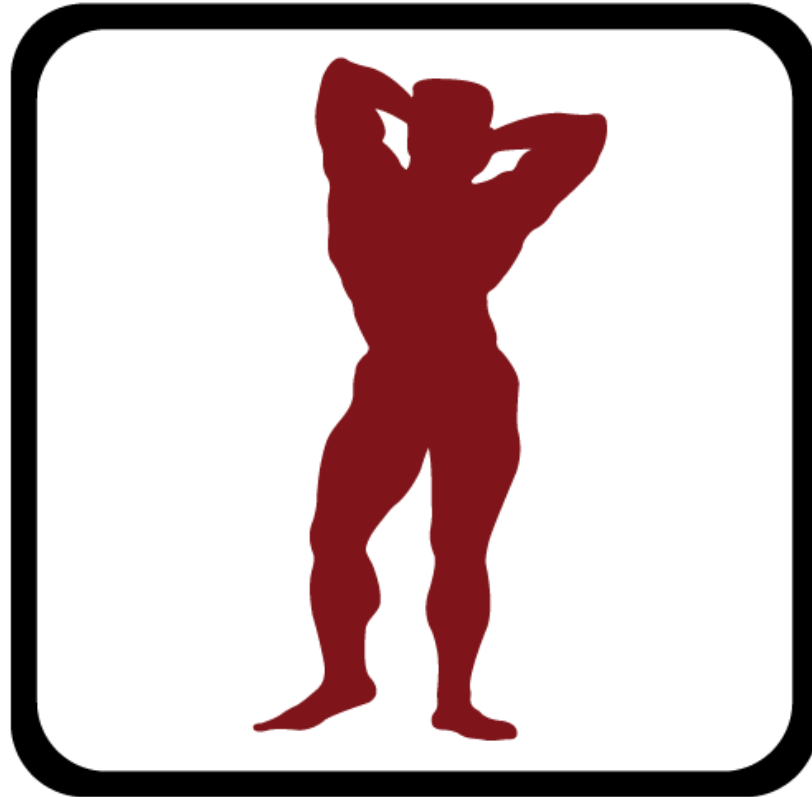








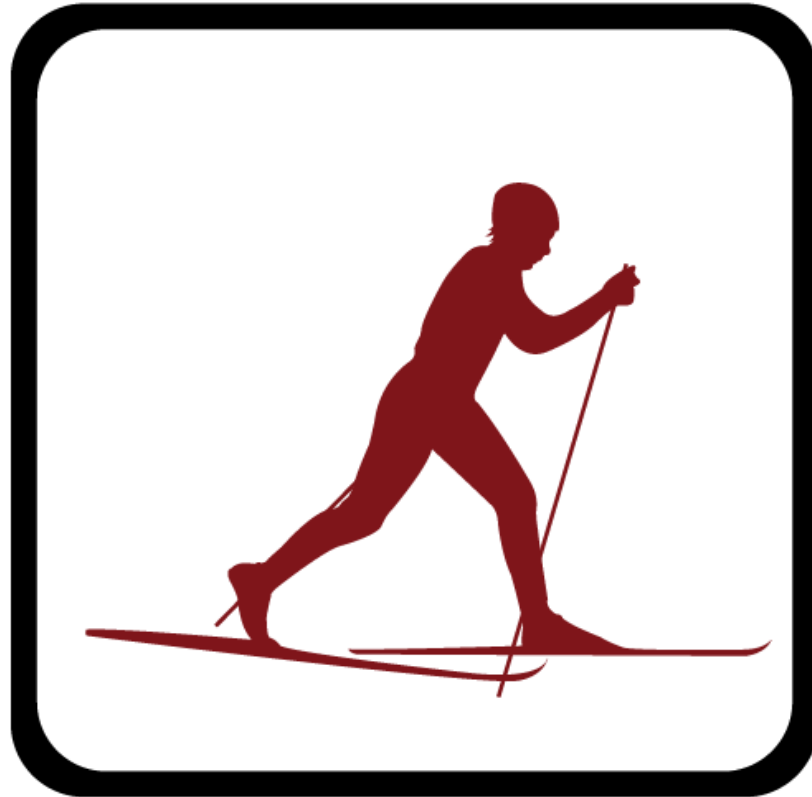










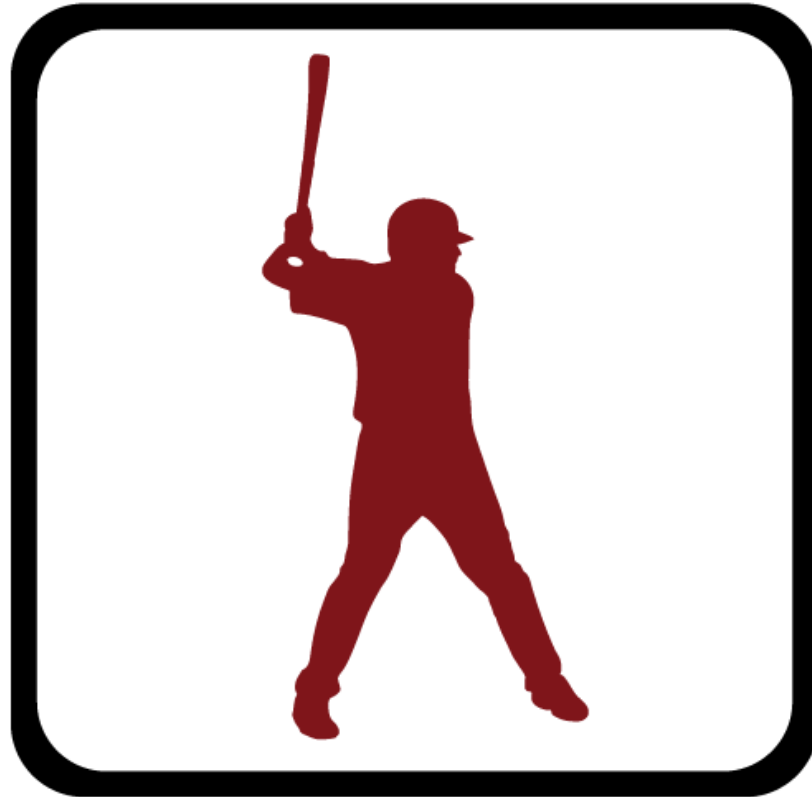










































**DANCE WITH WORDS CARDS**

**Hold Your Waist**

**Catch the  
Butterfly**

**Swim Forward**

**Button**

**Shoot the Stars**

**Flutter**

**Clap Hands**

**Knee Wobble**

**DANCE WITH WORDS CARDS**

<b>Tick Tock</b>	<b>Swim Backwards</b>
<b>Splash the Water</b>	<b>Headache</b>
<b>Paint the Walls</b>	<b>Mow the Lawn</b>
<b>Push, Circle, High-5</b>	<b>Aloha!!!</b>

**DANCE WITH WORDS CARDS**

<b>Own the Dance Floor</b>	<b>Push Back</b>
<b>Opposite Arm Swing</b>	<b>Elbow Flick</b>
<b>The Wrap</b>	<b>Pass the Cookies</b>
<b>Taffy Pull</b>	<b>Pick the Flowers</b>

**DANCE WITH WORDS CARDS**

**Shake the Salt  
Shaker**

**Pick the Flowers**

**Put Your Boots On**

**Raise the Roof**

**Tin Soldier**

**Oh!!**

**Around the Head**

**Shop for  
Groceries**

**DANCE WITH WORDS CARDS**

<b>Elbow Flick</b>	<b>The Wrap</b>
<b>Pass the Cookies</b>	<b>Disco Point</b>
<b>Around the Head</b>	<b>Shoulder Wiggle</b>
<b>Bump</b>	<b>Antelope Horns</b>

**DANCE WITH WORDS CARDS**

<b>Cross, Push, Cross, Reach Up</b>	<b>Mud</b>
<b>Body Wave Front and Back</b>	<b>Diagonal Reach</b>
<b>Basketball Shot</b>	<b>Throw the Baseball</b>
<b>Fire Cracker</b>	<b>Fold Hands and Push</b>

**DANCE WITH WORDS CARDS**

<b>Medium Hug</b>	<b>Double Swim</b>
<b>Scoop</b>	<b>Rag Doll</b>
<b>Loose Hug</b>	<b>Arm, Pit, and Ear</b>
<b>Hide and Seek</b>	<b>Stuck in the Mud</b>



**DANCE WITH WORDS CARDS**

**Fly Like a Bird**

**Up and Down**

**Push, Push, Clap**

**Spider**

**Put Your Belt On**

**Grind the Pepper**

**Super Hero**

**Wax On, Wax Off**

**DANCE WITH WORDS CARDS**

<b>Sprinkler</b>	<b>Running Man</b>
<b>Video Game</b>	<b>Rocky</b>
<b>Hip Hop</b>	<b>Jump Around</b>
<b>Slide, Roll, Push</b>	<b>Wind Up to Whip</b>

**DANCE WITH WORDS CARDS**

**Hype**

**Floss**

**Electro Shuffle**

**Fresh**

**Smooth Moves**

**Disco Fever**

**Groove Jam**

**Wiggle**

**ACTIVITY CARD**

**The Appalachian Big Circle**

**American Folk Dance**

Music: [iTunes](#)

Modified steps are used with permission from [Dr. Theresa Cone](#).

Call	Movement Description
<b>In a Large Group (Whole Class Together)</b>	
March in Place	Everyone marches in place
Circle to the Right	Circle sideways to the R using slides or grapevine steps (or select a locomotor skill to call)
Circle to the Left	Circle sideways to the L using slides or grapevine steps (or select a locomotor skill to call)
Single File	Dancers turn their bodies in the line of direction and move counterclockwise in a circle using locomotor skill of choice
Forward and Back	Walk 4 steps forward into the circle and 4 steps back out of the circle
Grand Right and Left	Dancers face their designated partner, grab their partner's R hand, walk past each other and let go of hands. They will now be facing a new partner. They grab this person's L hand and walk past and let go, then another new partner appears and the R hand is grabbed. This pattern continues until the original partners meet.
Weave the Ring	Similar to the Grand Right and Left; however, hands are not grabbed. Dancers simply pass by each other using the same right-left pattern.
Promenade	Partners stand together and face counterclockwise side by side, then walk (or use locomotor movement of choice) around the circle
Promenade Tunnel	During the promenade, one set of partners faces each other grasps hands and makes an arch. The next set of dancers moves under the arch and makes an arch of their own. This pattern follows with all dancers in the circle until all partners have made an arch. Then the 1st pair dismantles their arch and walks under all other arches in a single file. As they pass under each arch, that partner dismantles and follows as well. This pattern continues until everyone is moving in a single-file formation back to their original spot in the circle.

**ACTIVITY CARD**

**The Appalachian Big Circle**

<b>In Partners</b>	
Greet Partner and Corner Partner	Partners face each other and nod their head to say hello. Repeat with the partner on the other side (their corner partner)
Do-Si-Do	Partners face each other. Walk forward and pass R shoulders, take 1 side step to the R, then move backward and pass L shoulders
See Saw	Like Do-Si-Do, but on the other side. Partners face each other. Walk forward and pass L shoulders, take one side step to the L, then move backward and pass R shoulders.
Elbow Swing	Partners face each other. Hook R elbows and walk or skip forward in a circle, then repeat with L elbows hooked
High Five	Partners face each other. Raise your R hand and high-5 your partner, then walk around in a circle; repeat with the L hand
Wrist Turn	Partners face each other. Grab R wrists with your partner, then walk around in a circle; repeat holding L wrists
<b>Small Group Dance</b>	
Circle to the Right	Circle sideways to the R using slides or grapevine steps (or select a locomotor skill to call)
Circle to the Left	Circle sideways to the L using slides or grapevine steps (or select a locomotor skill to call)
Single File	Dancers turn their bodies in the line of direction and move counterclockwise in a circle using locomotor skill of choice
Forward and Back	Walk 4 steps forward into the circle and 4 steps back out of the circle
Pointed Star	Dancers form a circle with their R side facing the center; they raise their R hand toward the middle and walk once around; repeat with the L hand
Basket Star	Similar to the pointed star except dancers grab R wrists with the person across the circle from them

**ACTIVITY CARD**

**The Appalachian Big Circle**

**Sample Script for Caller**

The dancers begin in a large circle and the caller will call out different movements in a sequence that he or she has created.

Everyone circle 8 to the right, let's slide  
Now circle left  
Do-Si-Do your partner  
See Saw your corner partner  
Do-Si-Do your partner  
See Saw your corner partner

Everyone forward and back  
And forward and back again  
Right Elbow Swing your partner  
Left Elbow Swing your corner partner  
Right Elbow Swing your partner  
Left Elbow Swing your corner partner

Everyone Grand Right and Left  
Wrist turn your partner  
Wrist turn your corner  
Wrist turn your partner  
Wrist turn your corner

Everyone forward and back  
And forward and back again  
Repeat the dance again from the beginning

**ACTIVITY CARD**

**Crazy Bird (Baba Hou!)**

Music: [[iTunes link](#)]

Movement Name	Part 1: Leg Movements	Part 2: Add Arm Movements	Counts
Walk Forward and Back	Step forward R, L, R, tap L (don't put weight on it)	Walk with arms forward like a zombie or "disco pointing" with R arm (from L hip to the air)	1-2-3-4
	Step back L, R, L, tap R (don't put weight on it)		5-6-7-8
	Repeat R		1-2-3-4
	Repeat L		5-6-7-8
Half Grapevines	Step to the side R, cross L behind, step to the side R, tap L (don't put weight on it)	Clap x2 fast on counts 4 and 8	1-2-3-4
	Step to the side L, cross R behind, step to the side L, tap R (don't put weight on it)		5-6-7-8
	Repeat R		1-2-3-4
	Repeat L		5-6-7-8
Crazy Bird	Lift R knee, place it back down	Flap your arms like a bird up and down on each beat	1-2
	Lift L knee, place it back down		3-4
	Repeat R		5-6
	Repeat L		7-8
Pivots	Step forward R and use it to push your body ¼ turn to left	Shake the "salt shaker" bu pumping fist out from chest on each beat	1-2
	Repeat x3, finishing facing forward		3-4-5-6-7-8

Repeat all movements throughout the song

**ACTIVITY CARD**

**D’hammerschmiedsgselln**

**(“The Hammersmith”)**

Modified steps from the Traditional German Dance; [iTunes](#)

Movement	Description	Count
Pair A clap pattern	<b>QUADS:</b> Slap hands on your quadriceps (thighs)	1
	<b>RIBS:</b> Slap hands down on your ribs (chest)	2
	<b>CLAP:</b> Clap hands out in front of your body	3
	<b>HIGH-5 R:</b> High-5 partner’s R hand with your R hand	4
	<b>HIGH-5 L:</b> High-5 partner’s L hand with your L hand	5
	<b>HIGH 10:</b> High-10 both hands with your partner	6
	Repeat 6½ times, prepare for next movement	7 counts of 6
Pair B clap pattern (alternative to / simultaneous with Pair A)	<b>HIGH-5 R:</b> High-5 partner’s R hand with your R hand	1
	<b>HIGH-5 L:</b> High-5 partner’s L hand with your L hand	2
	<b>HIGH 10:</b> High-10 both hands with your partner	3
	<b>QUADS:</b> Slap hands on your quadriceps (thighs)	4
	<b>RIBS:</b> Slap hands down on your ribs (chest)	5
	<b>CLAP:</b> Clap hands out in front of your body	6
	Repeat 6½ times, prepare for next movement	7 counts of 6
<b>Step Hops in a Star</b>	Step, hop (skip) in a circle clockwise, R hands joined in the center	4 counts of 6
	Step, hop (skip) in a circle counter-clockwise, L hands joined in the center	4 counts of 6
<b>Clap Patterns</b>	Repeat	8 counts of 6
<b>Step Hops in a Star</b>	Repeat	8 counts of 6
<b>Clap Patterns</b>	Repeat	8 counts of 6
<b>Step Hops in a Star</b>	Repeat	8 counts of 6



**ACTIVITY CARD**

**DanSirs Fist Pump Jump Jump**

*Fist Pump Jump Jump* by Ying Yang Twins feat. Greg Tecoz ([iTunes](#); [YouTube](#))  
 DanSIRS performing choreography: [YouTube](#)

DanSIRs	Movement Name	Movement Description	Counts	Lyrics first time through
Matt Johnson and Scott Williams	Dab points	Bend knees and slight bounce (or small steps R), dab point with both arms R	1-2-3-4	We got a whole lotta ladies and a
		Repeat L	5-6-7-8	whole lotta fellas. When you
	Palm out butterfly knees	Step out R, hand extends down to the R with palm facing out	1-2	put 'em all
		Repeat L	3-4	together, they be
		Wiggle knees x2, arms swing with R in front and L behind, body leans R	5-6	ready for
		Repeat L	7-8	whatever
	Hip circles	Hands on hips, hips push R, front, L, back, R, front	1-2-3-4-5-6-7-8	Oh, oh, oh, oh, oh, oh, oh
	Palm out butterfly knees	Repeat	1-2-3-4-5-6-7-8	When you put 'em all together, they be ready for whatever

**ACTIVITY CARD**

**DanSirs Fist Pump Jump Jump**

DanSIRs	Movement Name	Movement Description	Counts	Lyrics first time through
Brandon Herwick	Superstar	Jump out into high lunge facing R with R leg in front, L arm raised in fist and R arm behind in fist	1	Now fist
		3 small hops to face center	2-3-4	pump jump jump!
		Repeat L	5-6-7-8	Fist pump jump jump!
	Superstar	Repeat	1-2-3-4-5-6-7-8	Fist pump jump jump! Fist pump jump jump!
	Palm out butterfly knees	Repeat 2x	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8	Oh, oh, oh, oh, oh, oh, oh. When you put 'em all together, they be ready for whatever.

**ACTIVITY CARD**

**DanSirs Fist Pump Jump Jump**

DanSIRs	Movement Name	Movement Description	Counts	Lyrics first time through
Chris Walker	Chug pumps	Hop 2x to the R while pumping L fist 2x to the R	1-2	Here they come
		Repeat L	3-4	let 'em in
		Hop 1x to the R while pumping L fist 1x to the R	5	Me and my
		Repeat L	6	brother
		Hop 2x to the R while pumping L fist 2x to the R	7-8	back again
		Hop 2x to the L while pumping R fist 2x to the L	1-2	Yeah, it's them
		Repeat R	3-4	wonder twins
		Hop 1x to the L while pumping R fist 1x to the L	5	Thunder-
		Repeat R	6	-in and
		Hop 2x to the L while pumping R fist 2x to the L	7-8	lightnin
	Point and bump	Point R, L, R, L	1-2-3-4	Block beatin, club jumpin,
		Hands on hips, shake hips R, L, R, L	5-6-7-8	Cars in the street bumpin
	Cross-spins	Hop legs crossed with L in front	1	Red
		Hop legs apart	2	light
		Spin to the L with knees bent	3-4	Stop sign
		Hop legs apart	5	Drop
		Hop legs crossed with L in front	6	top
		Spin to the R with knees bent (to unwind legs)	7-8	Cops flyin

**ACTIVITY CARD**

**DanSirs Fist Pump Jump Jump**

DanSIRs	Movement Name	Movement Description	Counts	Lyrics first time through
Matt Bristol	Skier	With knees facing R, chug arms 2x and sink down slightly	1-2	Speed limit
		Repeat L	3-4	twenty-five
		Repeat R	5-6	People all
		Repeat L	7-8	outside
	Muscle butterfly knees	Make a muscle with the R arm	1-2	In the middle
		Repeat L	3-4	of the block
		Wiggle knees x2, arms swing with R in front and L behind, body leans R	5-6	Like it when the
		Repeat L	7-8	bass knock
	Chest bumps	Step forward R and tap R hand to L side of chest 2x	1-2	Boom bap
		Repeat L	3-4	Tick tock
		Walk backward R, L, R, L while pushing hands out in front of the body	5-6-7-8	This that, hit drop
	Muscle butterfly knees	Repeat	1-2-3-4-5-6-7-8	Ying yang on the block, 'cause we make the party rock

**ACTIVITY CARD**

**DanSirs Fist Pump Jump Jump**

DanSIRs	Movement Name	Movement Description	Counts	Lyrics first time through
Ben Pirillo	Crowd points	Point R arm out to the L and slowly arc across the the R	1-2-3-4	'Cause tonight, we got a
		Repeat L	5-6-7-8	whole lotta spirit for
	Pull taps	Step out R with arms reaching up to the L	1	life
		Touch L foot behind and bring hands down near hips on the R side (don't put weight on L foot)	2	(rest)
		Repeat L	3-4	Now throw your
		Repeat R	5-6	hands in the
		Repeat L	7-8	air, sayin'
	Crowd points	Repeat	1-2-3-4-5-6-7-8	Oh, oh, oh, oh, oh, oh, oh
	Pull taps	Repeat	1-2-3-4-5-6-7-8	Oh oh wo-oah, wo-oah,

**ACTIVITY CARD**

**DanSirs Fist Pump Jump Jump**

All movements (REPEAT)	Matt Johnson and Scott Williams (beach)			
	Brandon Herwick (snow)			
	Chris Walker (gym)			
	Matt Bristol (snow #2)			
	Ben Pirillo (gym #2)			
	Matt Johnson and Scott Williams (beach)			
	Brandon Herwick (snow)			
Alex	Can you hear it?	Point L and then step out to the the L, circle L hand 3 times to ear	1-2-3-4-5-6-7-8	[Instrumental]
		Step back to center, nod head like you heard it	1-2-3-4-5-6-7-8	
		Hop 4 times	5-6-7-8	
		Repeat R	1-2-3-4-5-6-7-8 1-2-3-4-5-6-7-8	
All movements (REPEAT)	Matt Johnson and Scott Williams (beach)			
	Brandon Herwick (snow)			

HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: \_\_\_\_\_ CLASS: \_\_\_\_\_

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs steps and sequences on beat with the music. Consistently demonstrates command of rhythm and timing of dance patterns and movements. Demonstrates skill related fitness components (agility, balance, etc.) during dance activities.	Conducts herself/himself safely and with consideration for others. Respects and follows etiquette for dance.
Competent 3	Performs movements with occasional timing and rhythm errors. Displays locomotor combinations and changes in directions and levels with acceptable control and balance independently.	Conducts herself/himself safely without disrupting the learning environment. Respects and follows etiquette for dance.
Lacks Competence 2	Performs skills and movements with frequent errors. The student still needs teacher cues and guided practice.	Does not respect and follows dance etiquette.
Well Below Competence 1	Displays unsatisfactory effort.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			

**ACADEMIC LANGUAGE QUIZ**

Many dances are made up of many \_\_\_\_\_ strung together.

1

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

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

2

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

A specific instruction to be performed immediately within a dance.

3

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

A set of movements or actions that occurs in a predictable and often repeating manner.

4

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

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

5

- a. whistle
- b. cue
- c. beat
- d. movement

The person who responds to guidance signals from a leader.

6

- a. second lead
- b. the yolo
- c. follower
- d. hustler

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.

8

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



**DANCE WITH WORDS BRAINSTORMING PAGE**

Today you will be creating an original dance using the Dance with Words cards.

Expectations of the dance:

- Each movement needs to be 8 counts.
- Every movement needs to be used at least once in the dance.
- Each movement needs to incorporate an upper and lower body component (e.g., walk forward with Frankenstein arms).

Partner #1	Partner #2	Partner #3	Partner #4	Partner #5
Word	Word	Word	Word	Word

Place the words in order of how your group plans to perform the movements.

Word #1	Word #2	Word #3	Word #4	Word #5

Write a brief description of what the dance movement looks like for you to remember.

--	--	--	--	--

Please list all movements, pathways, levels and relationships used. (Please use list below)

--	--	--	--	--

Options to use for locomotor movements, non-locomotor movements, pathways, levels, & relationships

Non-Locomotor	Locomotor	Pathways	Levels	Relationships
stretch, bend, twist, turn, rise, fall, swing, rock, tip, shake, suspend, pivot	slide, walk, hop, somersault, grapevine, skip, run, jump, do-si-do, leap, roll, crawl, gallop, turns, march	forward, backward, sideward, diagonal, right, left, stationary	high medium low	in front, beside, behind, over, under, alone/connected, near/far, individual/group, proximity to object, group set-up (line, circle, square, facing)

Teaching Dates of Module:		School Year:	
<b>General Comments / Notes for Planning Next Year's Module</b>			
<input checked="" type="checkbox"/> Comment 1 <input checked="" type="checkbox"/> Comment 2 <input checked="" type="checkbox"/> Comment 3...			
<b>Self-Reflection Across Danielson's Four Domains of Teaching</b>			
<b>Domain 1: Planning &amp; Preparation</b>			
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	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 2: Classroom Environment</b>			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 3: Instruction</b>			
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			
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Domain 4: Professional Responsibilities</b>			
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	
<input checked="" type="checkbox"/> Reflection 1 <input checked="" type="checkbox"/> Reflection 2 <input checked="" type="checkbox"/> Reflection 3...			
<b>Self-Rating with Rationale</b>			
Choose One: <b>Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)</b>			
Provide rationale:			
<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"> <li>• Use directional arrows</li> <li>• Use spot-marker footprints</li> <li>• Utilize a strong subwoofer to amplify vibrations from bass</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to move in their own space and at their own speed</li> <li>• Allow students to improvise and create their own dance moves at any time</li> </ul>	<ul style="list-style-type: none"> <li>• Provide mirrors for visual feedback</li> <li>• Provide directional markings such as arrows</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ongoing verbal cues</li> <li>• Provide physical assistance</li> <li>• Provide a peer tutor/mentor</li> <li>• Use videos, graphics, and pictures as visual examples</li> <li>• Provide individualized (one-to-one) instruction</li> </ul>