

## Lesson 5 of 6

# STOMP

### EQUIPMENT

slow music » music player » DVD player and screen » sticks (2 per student) » garbage cans (preferably tin) » posters for each of three rhythms » Stomp video clip (see resources)

## Warm It Up

### STEPPING REVIEW

Show a different Stomp video clip as students enter the activity area. Call attention to different parts of the dance; e.g., the performers each play one part of the rhythm, performers move in different patterns while making music, performers are at high, medium and low levels. Review the stepping combinations learned in lesson 4 and practice each one as a large group. Review the safety rules for using sticks and distribute 2 sticks to each student. Allow time for students to practice the stepping combinations using the sticks and to create their own rhythms incorporating loud, soft, high and low sounds. Invite 3-4 volunteers to share the stick rhythms they created and then collect the sticks.

### ABCD's of Physical Education



### RELATED RESOURCES

- P.E. Central website (Dance lessons/activities), [www.pecentral.org/lessonideas/dance/danceindex.asp](http://www.pecentral.org/lessonideas/dance/danceindex.asp)



### Safety First!

See Safety Guidelines pages 19-22 and 55.



Activity	
Basic Skills	
Application of Basic Skills	A3-8

### Clues that students are achieving the outcome...

"Students will select and perform basic dance steps and patterns; e.g., creative, folk, line, sequence and novelty, alone and with others" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can demonstrate stepping combinations
- Students can create rhythms using steps, sticks and garbage cans



# Whoop It Up

## RHYTHM STATIONS

Set up three stations in the activity area (or two of each station to allow for smaller groups) and place 2-3 garbage cans (upside down) and a poster depicting a rhythm at each station. Explain to students they will be learning and practising rhythms using garbage cans at three different stations. Students will have five minutes at each station to learn the rhythm as a small group. Students should; 1. look at the poster to learn the rhythm, 2. count 8-counts slowly out loud as a group, and 3. practice creating the rhythm on the garbage cans at each station. Create a poster of each rhythm by writing the numbers 1-8 horizontally and placing an "x" under each number where students hit the garbage can. Include a picture of a garbage can with a hand that indicates where to hit the can; i.e., top or side. Instruct students to hit the garbage can with their entire hand and to alternate hands each time they hit. **Station 1 »** Hit the side of the garbage can on counts 1, 4, 5, and 8. **Station 2 »** Hit the top of the garbage can on each of counts 1-8. **Station 3 »** Hit the top of the garbage can on counts 1 and 2 and 3, 4, 5 and 6 and 7, 8 (this rhythm includes two hits on counts 1, 2, 5 and 6). Should students have extra time at a station after having learned the rhythm on the garbage can, challenge them to repeat the rhythm with others in the group with some hitting the garbage can, some stomping with their feet and some using sticks. When students have visited all three stations, count 8-counts as a large group and ask the students at station 1 to perform their rhythm, then the students at station 2, then station 3. Finally, perform all three rhythms at the same time, first loudly, then softly. Ask students which equipment (feet, sticks or garbage cans) makes the highest sound? Which makes the lowest sound? Repeat the rhythms high and then low.



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See Safety Guidelines pages 19-22 and 55.



Activity

## Wrap It Up

### SLOW MUSIC STRETCH

Play slow music quietly, invite students to lie on the floor on their backs, and calm students down by leading them through relaxing movements; e.g., bring knees to chest and hold, lift one leg up and hold the stretch, switch sides, rotate ankles, reach for the walls in opposite directions with your feet and arms, tighten every muscle and hold for 8 counts then release.