

### Lesson 6 of 6

# STOMP

#### EQUIPMENT

music player » music » sticks (2 per student) » garbage cans » video camera (optional)

## Warm It Up

### CIRCLE DANCE

Instruct students to stand in a large circle then play some music. Start by leading students in a move for 8-counts; e.g., move hips side to side. Then ask a student to choose the next 8-count move and add it to the first; e.g., hips side to side then jump with feet out then in. Continue adding to the dance until a sequence of 8 or more moves have been created.

#### ABCD's of Physical Education



#### RELATED RESOURCES

- The Physical Educator's Resource website, [www.physedsource.com](http://www.physedsource.com)



### Safety First!

See Safety Guidelines pages 19-22 and 55.



Activity	
Basic Skills	
Application of Basic Skills	A2-9

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

"Students will perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can include a variety of movements, levels and sounds in a Stomp routine
- Students can perform 3 8-count rhythm patterns in small groups



## Whoop It Up

### GROUP STOMP/STEP

While students are standing in a circle at the end of the warm up activity, create groups of 3-4. Review the three rhythm patterns introduced in lesson 5 by stomping each rhythm with feet on the floor. Instruct the students in each group to number themselves 1-3 or 1-4. Explain to groups they will be creating and performing a routine that includes 3 different 8-count rhythm patterns. Students may perform the three rhythm patterns from lesson 5, or create a routine that includes some patterns from lesson 5 and some patterns they make up. Challenge students to include movement at high, medium and low levels, and a variety of sounds (high, low, soft, and loud) in their routine. Remind students about the importance of communicating respectfully and developing a routine that all group members are comfortable performing. The student numbered 1 in each group will use sticks, student 2 will use a garbage can and student 3 (and 4) will use hands and feet. Review the safety rules for using the equipment and distribute to groups.

Practice time could be very loud! Consider having students practice on pieces of carpet or other material that will dampen the sound. Circulate and provide feedback and assistance while students develop and practice their routines. Determine the order in which groups will present during practice time.



### Safety First!

See Safety Guidelines pages 19-22 and 55.



Activity

## Wrap It Up

### STOMP SHOWCASE

Gather as a large group and prepare for the Stomp showcase! Instruct students to place all equipment on one side of the activity area while sitting on the opposite side to view the performances. Remind students that in order to hear the rhythms it is important to be quiet. Celebrate each performance with a standing ovation. At the conclusion of the performances, provide time for groups to discuss and share what they found most challenging and liked best about developing their rhythm pattern. Consider videotaping the Stomp routines to show during parent-teacher conferences or other school events.