

Lesson 1 of 6

DANCE ACTIVITIES

EQUIPMENT

Music player » music » obstacle free area » dry erase board or paper and pens » headset with microphone if necessary

RELATED RESOURCES

- The Groove EDGEducation, www.thegrooveedgeeducation.com
- The World Groove Method website, www.theworldgroovemovement.com
- Ever Active Schools YouTube channel, www.youtube.com/user/EverActiveSchools/videos
- PHE Canada Dance Program, www.phecanada.ca/programs/dance
- Sharing Dance website, www.sharingdance.ca



Safety First!

"Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR, 2013) page 49.

ESSENTIAL QUESTION

How dance can contribute to all students demonstrating good communication skills and the ability to work cooperatively with others?

WARM UP

INTRODUCTION

Prior to the first lesson, introduce the essential question and invite students to consider their interests related to dance and where they see and/or experience dance at home, school and in the community (e.g., personal experiences or performances, dancers at a pow wow, television shows, movies, celebrations or parties, school cheerleaders). Record student ideas and interests related to dance and use them to inform the learning experiences that follow.

Explain the purpose of the lesson is to introduce the project for the unit and to explore movement concepts and self-expression through dance. Ask, "What will we do to create and sustain an environment where everyone feels welcome and safe to dance, express and try new things individually and with a partner?" Work with students to help compile a list of class expectations (e.g., use positive verbal and non-verbal communication, practice good hygiene, accept all invitations to dance, show willingness to learn new things). Keep this list for later reference.



Activity

Activity	
Basic Skills	A(10-30) 1
Application of Basic Skills	

Clues that students are achieving the outcome...

"Students will analyze, evaluate and modify performance of locomotor skills and concepts — effort, space, relationships — to perform and create a variety of activities to improve personal performance." *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can apply the concepts of effort, space and relationship to modify movements
- Students can perform movements to express feelings and emotion
- Students can move rhythmically to the beat of music



MAIN LESSON**GROOVE METHOD**

Introduce the dance style (see Background below). Encourage students to move in different and random directions throughout the activity area while performing each move. Begin with a “house” style dance (music suggestion: “We Speak No Americano” by Yolanda Be Cool). Introduce the first move, start the music and start dancing! While the music is playing, introduce the second and third moves and repeat all moves several times before the end of the song. Prompt students to switch by calling out the name of each move. For this style, the first move is pop walks (walk to the beat of the music and raise both shoulders as each foot hits the ground). Then add tap-forward-tap-back (step on right foot and tap left foot forward, step on left foot parallel to right, and tap right foot foot back) and finally step-step-drop (take two steps, then jump on both feet and lower body in squat-like position). Refer to Brooke Yantzi’s “Teen Groove” video for a visual www.youtube.com/watch?v=KHB9b-Y05Jo.

Throughout each dance, provide verbal prompts for students to incorporate movement concepts (e.g., can you make it bigger, can you move backwards, can you add arms, can you move it lower, what would it look like if the move was happy/mad/excited) and add their own style. Next introduce a playground-themed dance (music suggestion: “That’s Not My Name” by the Ting Tings). Moves include skipping (pretend to jump rope), hopscotch (hop on one foot then jump on two feet shoulder-width apart) and stomp-clap, a sixteen-count move: **counts 1 & 2**, stomp on one foot then the other; **counts 3 & 4**, clap twice; **counts 5 & 6**, tap one heel to the side of the body and place foot back on floor; **counts 7 & 8**, tap heel on the other side of the body and place foot back on floor; **count 9**, tap hands on opposite shoulders – “cross”; **count 10**, tap hands on same-side shoulder – “open”; **counts 11 & 12**, tap hands on thighs and pause; **counts 13-16**, give a high ten to someone standing nearby, or give yourself a high-five). Refer to Ever Active Schools’ “That’s Not My Name Dance” video for a visual www.youtube.com/watch?v=uh9n_HgFA8Y.

Background: House-style dance is an aerobic dance created by Misty Tripoli. It focuses on fun and fitness and is less about following a leader and more about incorporating movement concepts (e.g., changing the level, direction, pathway, shape, force or flow of each movement). It’s about adding personal style to movements where right and left feet don’t matter, and there is no front or back of the room to face. More resources and videos are available at www.theworldgroovemovement.com and www.thegroovedgeucation.com.

COOL DOWN

Ask, “What impact did the movement concepts have on the dance?” Review how changing the level, direction, shape, force and flow of movements contributes to the energy, excitement and emotion of a dance. Describe the project students will be working to complete while participating in three more lessons. The project is to choreograph or refine a dance to engage others. See the supplemental materials on the Ever Active Schools’ website for curricular connections and sample ideas. The project can be completed individually or in small groups. Spend a few minutes brainstorming project ideas. At the beginning of Lesson 4, students will submit a written plan for their project including the style of dance, who they will engage and how the project will help them answer the essential question. Time will be provided during Lessons 3, 4 and 5 for planning and practice. Dances will be shared during Lesson 6 and the class will provide constructive feedback to further refine the dance before it is shared with others.