

**Lesson 2 of 6**

**DANCE ACTIVITIES**

**EQUIPMENT**

Obstacle free area » laptop computers/tablet and internet access » materials that can be used to make noise (e.g. balls, racquets, sticks, gloves, plungers, felt pens, tape, brooms, empty garbage cans)

**RELATED RESOURCES**

- H.A.V.I.C. Squared YouTube channel [www.youtube.com/user/HAVICSQUARED?feature=watch](http://www.youtube.com/user/HAVICSQUARED?feature=watch)
- “STOMP” website, [www.stomponline.com](http://www.stomponline.com)
- “A Sense of Dance: Exploring your Movement Potential,” by Schrader, C.A. (2005). Champaign, IL: Human Kinetics

**ESSENTIAL QUESTION**

How can dance contribute to physical, emotional, intellectual, social and spiritual wellness?

**WARM UP**

**MACHINES**

Explain the purpose of the lesson is to explore using accent and repetition to enhance a dance performance and to begin using elements of choreography. Dance style for the day is stepping. Review the list of class expectations from Lesson 1, then invite students to form groups of four to six people. Explain that groups will construct a moving “machine” with interconnected parts while exploring rhythm, repetition and accent, among other elements of dance. Instruct each group to begin in an obstacle-free space. One person begins by performing and repeating a movement of their choice. After the movement has been performed four times, another group member adds to the machine by adding their own new movement. Repeat and continue adding movements until each group member is part of the machine. Present movement challenges to each group by asking questions such as, “How can you modify, or change the machine without changing the movements?” “How can you create rhythm?” and “How can you repeat the movements in different ways (e.g., move at high/low levels, reverse the order of movements)?” Prompt students to incorporate movement concepts. Once the “machines” have been refined, consider having half the group watch while half performs, then switch roles.



**Safety First!**

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



Activity

Activity	
Basic Skills	
Application of Basic Skills	A(10-30) 9

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

“Students will choreograph, perform and critique dance for self and others; e.g., jazz, social and novelty” *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can incorporate accent and repetition in a dance sequence
- Students can contribute to the choreography of a group dance sequence
- Students can critique dance sequences using pre-determined criteria



## MAIN LESSON

### STEPPING AND STOMP

Combine groups from the warm up to form four larger groups and assign each of the larger groups a number (e.g., group one, group two...). Introduce four different four-count rhythms to all groups one at a time. Explain that each group will perform one of the four-count rhythms, and the rhythms will be added sequentially until they are performed together, creating a sequence that will be repeated. Rhythms could include the following:

	Count 1	Count 2	Count 3	Count 4
Group 1	Stomp one foot	Rest	Stomp one foot	Stomp one foot
Group 2	Rest	Alternate hands and slap hips four times	Clap hands above head	Rest
Group 3	Rest	Rest	Stomp one foot then clap hands	Stomp one foot then clap hands
Group 4	Alternate hands and tap ground four times	Alternate hands and tap lower leg and thighs four times while gradually standing up	Claps hands four times in front of face	Clap hands twice above head then snap fingers

Ask, "What was effective about the way the dance sequence came together?" (e.g., added one element at a time, had a common four-count beat, supported each other in learning the sequence, counted out loud or in our heads, used non-verbal cues to prompt movements). Summarize the ideas offered and other tips for effective group choreography (e.g., brainstorm ideas for a theme or stimulus for the dance and movement ideas, then choose and sequence movements and refine the dance to best profile the abilities of group members).

Provide a brief overview of the dance style of stepping (see Background information on supplemental information available at [www.everactive.org](http://www.everactive.org)) and explain that each group from the warm up will have an opportunity to choreograph a rhythmic dance sequence using their bodies as instruments or by incorporating "props." Each dance must include a 16-count sequence repeated three times. Groups will perform their dance for a group of peers who will provide constructive feedback and ideas to enhance the dance. Share the proposed assessment criteria and adjust as appropriate based on student input. Provide computers or tablets and links to examples of stepping (see related resources) for students to access ideas and inspiration.

## COOL DOWN

Assign three groups a corner of the activity area. While one group performs, the two other groups will watch and provide specific examples of elements they found effective, ideas to further enhance the dance sequence and constructive feedback based on the assessment criteria. Each group will have a turn performing. Question the quality of the feedback and ideas being offered as appropriate. Prior to the end of class, each student can write their answers to three questions on a piece of paper and hand-in as an exit slip:

1. What are three things you've learned about dance?
2. What are two questions you still have about dance?
3. What ideas do you have for your project?