

Lesson 5 of 6

Rhythm and Folk Dance

EQUIPMENT

music; "Take It to the Limit" by the Eagles, "Waltzing Matilda", other $\frac{3}{4}$ time music » music player » wireless microphone (optional)

Warm It Up

FEEL THE BEAT

Instruct students to stand in 3-4 lines facing the same direction and to follow your lead counting "1-2-3, 1-2-3..." out loud in the rhythm of the waltz. Then ask students to clap their hands to the same beat while counting to engage different parts of the brain in learning the 1-2-3 rhythm. Introduce the basic rock step; all students step forward with their left foot, step forward with the right to bring it beside the left, and then take another step on the spot with the left foot. Repeat the three steps in reverse beginning with a step backwards with the right foot, step back with the left to bring it beside the right, and a step on the spot with the right foot to complete the sequence. Invite students to close their eyes while practicing the rock step. Encourage appropriate posture; e.g., head up, chest out, dancing on the balls of the feet, while performing the rock step.

ABCD's of Physical Education



RELATED RESOURCES

- Phys Ed Source website, www.physedsource.com



Safety First!

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Do it Daily...For Life!

Do it Daily...For Life!

Effort	D6-1
Safety	
Goal Setting/ Personal Challenge	
Active Living in Community	

Clues that students are achieving the outcome...

"Students will demonstrate enjoyment of participation through extended effort in physical activity" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can practice and perform dance steps specific to the waltz; e.g., box step, rock step and basic $\frac{1}{2}$ turn.
- Students can celebrate improvements in personal performance.



Whoop It Up

WALTZ IT UP!

Introduce the waltz as a partner dance that is the basis for many dances. Consider switching partners frequently. Invite students who have demonstrated proficiency with the rock step to move to the front or sides of the group to act as visual prompts for the others. Play “Take It to the Limit” by the Eagles and demonstrate the waltz **box step**: Step forward with the left foot, step forward with the right foot placing it shoulder width apart from the left foot, then step to the side with the left foot, closing it to the right foot to form a $\frac{1}{2}$ box. Continue the box step by stepping straight backwards with the right foot, then back with the left placing it shoulder width apart from the right foot, and finally to the side with the right foot, closing it to the left to complete the box. Repeat several times with and without music. Consider counting “1-2-3” or “step-step-close” out loud and encourage students to do the same to support learning. Rotate lines of students often to allow for viewing of student progress and to create opportunities for individual feedback.

Introduce the **moving $\frac{1}{2}$ box step**, which will require movement forward. Perform half of the *box step*, but instead of moving backwards with the right foot to complete the box, step forward with the right foot, followed by a step forward with the left foot (placed shoulder width apart from the right), then a side step with the right to close to the left foot. Practice both the *moving $\frac{1}{2}$ box step* and *box step* while moving as a large group to one end of the activity area. Ensure a safe distance between each line of students to avoid crowding.

Instruct students to stand in a circle. Turn on the music and challenge students to perform the rock step and box step on the spot. Invite individual students to waltz across the circle at their leisure to show their stuff. Break the circle into two lines facing each other. Practice waltz steps with a “partner”, one line moving forward while the other moves backwards, then reverse.



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Wrap It Up

WALTZING MATILDA

Draw attention to improvements in student performance and challenge students to stand facing a partner and dance the $\frac{1}{2}$ box step sequence to “Waltzing Matilda” or another appropriate slower speed $\frac{3}{4}$ time song. Describe and provide an opportunity for partners to waltz in a closed position if desired. Remind students that one person must lead while the other follows and that the follower must step in reverse order to their partner. Consider recording a video of students waltzing to inform learning activities in the next class, or to allow students an opportunity to self-assess by viewing their performance.