

Lesson 1 of 6

Rhythm and Folk Dance

ABCD's of Physical Education



EQUIPMENT

Music; e.g., Poker Face by Lady Gaga, various genres of music with a 4/4 rhythm (country music works well) » music player with remote » index cards » pencils » 4 large pieces of paper » whistle » wireless microphone (optional)

RELATED RESOURCES

- Rhythmic Activities and Dance (includes music CD) (LRC# 673287), J.P. Bennett & P.C. Riemer, 2006, www.lrc.education.gov.ab.ca



Safety First!

2008 Safety Guidelines page 49.

Warm It Up

FIND THE BEAT!

Instruct students to stand scattered throughout the activity area. Play "Poker Face" by Lady Gaga and lead students in clapping to the beat of the music (it's a 4-count beat, listen for drums). Clap a slow beat for the first minute and a quicker beat once all students are clapping in unison. Consider having students walk throughout the activity area to the beat of the music, then walk and clap. Instruct students to stand beside a partner. Play a sample of the music that will be used in the remainder of the class and challenge pairs to listen for and clap (or clap and walk) to the beat of each song. Explain to students they will be learning and creating a series of dance steps during the lesson and at the end of the lesson they will be asked to share which activities they enjoyed the most and least, and reasons why.



Do it Daily...For Life!

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Effort	D(4-5)-2
Safety	
Goal Setting/ Personal Challenge	
Active Living in Community	

Clues that students are achieving the outcome...

"Students will demonstrate factors that encourage movement" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can participate in a variety of dances.
- Students can articulate what motivates them to participate in dance activities.



Whoop It Up

RHYTHM IS A DANCER

Instruct students to form 4 lines, all facing the same direction, one line behind the other. Without music, lead students in clapping 8-counts while counting out loud. On each count of 8, turn a quarter turn to the left and repeat. After 4 turns, or when the group is clapping in unison, play music and try it again. Challenge students to clap, stomp, tap a toe, or snap fingers to the beat of the music. Every few minutes, ask the front line of students to move to the back and all other lines to take a step forward.

Post the steps to the “Eight Count” large enough for students to see and direct their attention to the steps. Lead students through the dance without music, then slowly with music, then more quickly to the beat of the music. Invite students to add their own style by including arm movements and different levels; e.g., low, medium or high by bending knees or reaching arms up. Provide feedback as appropriate.

- Count **1 R** foot touch forward
- Count **2 R** foot touch backward
- Count **3 R** foot touch sideways
- Count **4 R** foot touch beside the **L** foot

Four count grapevine to right

- 5 R** foot step to side
- 6 L** foot behind **R**
- 7 R** foot to the side
- 8 L** foot touch beside the **R** foot

Repeat starting with **L** foot

Create groups of 4-5 students and provide each group with an index card and pencil. Instruct groups to find a personal space and create their own line dance of 24 counts or more. The steps to the dance will be written on the index card. Encourage groups to include hops, turns, claps and vocal prompts if they like. Play music in the background.



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Wrap It Up

SHOWCASE

Time permitting, try 1-2 of the created dances, or collect the written steps and use as warm up or cool down activities in future lessons. Post the titles of each part of the lesson on a board or large piece of paper around the activity area; i.e., finding the beat, Eight Count, Sixteen Count, and create a dance. Ask students to walk to each title and write a personal reason why they enjoyed or did not enjoy participating in the dance activity. Review and incorporate feedback as appropriate into lessons 2-6.