

Lesson 2 of 6

Rhythm and Folk Dance

EQUIPMENT

music; e.g., “ABC-123” by Jackson 5 or “Funky Town” by Lipps INC, and “Mayim Mayim” (available online) » music player with remote » wireless microphone (optional)

Warm It Up

FOLLOW THE LEADER

Invite students to line up alphabetically by first name and create groups of 4-5 students. Ask each group to stand in a line one behind the other. The first student in each line will lead the group throughout the activity area moving in a variety of ways to the beat of the music. Other students will copy the movements of their leader. Challenge each leader to demonstrate how they are able to move at varying speeds (fast, medium, slow), in different directions and pathways (straight, curved, sideways, zig zag), at different levels (high, medium, low), and in a variety of shapes (wide, twisted, narrow, tall). Observe student movements to gauge their level of understanding of movement concepts. Stop the music every minute and instruct the first student in each line to move to the back of the line. When the music begins again, the next student will take the lead.

ABCD's of Physical Education



RELATED RESOURCES

- Step Lively 2: Canadian Dance Favourites (LRC# 456542), M. Rose, 2000, www.lrc.education.gov.ab.ca



Safety First!

2008 Safety Guidelines pages 19-20.



Activity	
Basic Skills	
Application of Basic Skills	A4-3

Clues that students are achieving the outcome...

“Students will experience movement, involving components of fitness” K-12 *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can participate in dance activities that require cardiovascular endurance and flexibility.



Whoop It Up

MOVEMENT CONCEPTS

Ask students if their heart rate increased by the end of the warm up activity. Explain that dance is an activity that requires heart and lung endurance, or cardiovascular endurance. Participating in cardiovascular activities helps to keep our bodies healthy and fit. Explain that dancers need to be good at controlling their bodies, and the importance of movement concepts in dance. Based on your observations of student understanding of movement concepts, participate in some or all of the following before introducing the Mayim Mayim dance:

- All students move as near to, then as far away as possible to different objects; e.g., the teacher, a door, the stage. Instruct students to find a personal space by finding a place as far from all the walls and classmates as possible.
- Ask students to demonstrate movement concepts by listening to cues; e.g., move very slowly and on the signal “eyes up” show a low shape; move fast and on the signal show a high shape; move fast and on the signal show a medium twisted shape.
- Students run to and touch a wall, come back to a designated area and sit down in a circle without touching anyone. Repeat adding different movement concepts; e.g., move in a low position, move in the shape of a star, side-step at a medium speed, hop slowly, crawl quickly.

MAYIM MAYIM: Introduce each section of the dance, then perform in time to the music. Students hold hands with the person on either side of them in a circle. Take four grapevine steps to the left. Then, let go of hands and take 4 running steps (right foot first) toward the centre of the circle gradually raising hands above head, calling out “mayim” with each step, and clapping on the fourth step. Gradually lower hands and body while taking four running steps back. Move toward the centre of the circle and back once more. Take 3 running steps to the right, then turn to face the centre of the circle. Hop on left foot 8 times and alternate touching right foot to the side and front. Clap hands in front of body each time right foot touches in front. Repeat on opposite side, hopping on right foot and touching left foot to the side and in front. Clap hands above head each time left foot touches in front. Repeat, beginning with the grapevine steps.



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2008 Safety Guidelines page 49.



Activity

Wrap It Up

NAME JIVE

Sit as a large group in a circle. Ask students to notice their increased heart rates. Explain the importance of stretching to increase flexibility and lead students through the name jive. Play “Funkytown” or “ABC-123” and let the fun begin! All students begin in a balanced position in a shape that stretches their body. Invite each student, one at a time, to say their name while creating a shape that looks like the first letter of their name. All other students hold their original balance. Encourage students to use as much of their body as possible to create the letter shape.