

Lesson 3 of 6

Rhythm and Folk Dance

ABCD's of Physical Education



EQUIPMENT

music; traditional Greek music and “Hava Nagila” (available online) » music player » wireless microphone (optional)

RELATED RESOURCES

- Multicultural Folk Dance Treasure Chest, C. Lane, 1998, www.excelway.ca



Safety First!

2008 Safety Guidelines page 49.

Warm It Up

GRAPEVINE!

Instruct students to stand in a large circle. Review the importance of moving in control and into open spaces without touching other students. Provide 10 seconds for students to run and touch a wall and safely return to the circle formation. Explain the grapevine step introduced in lesson 1, originated in Greek folk dancing. Start with the right foot so all students are moving in the same direction and review the grapevine step; Side step with right foot, left foot crosses in front of right, side step with right foot, left foot crosses behind right and repeat. Play Greek music or music with a consistent 4-count beat. Provide cues; e.g., side-cross-side-behind, and encourage students to add claps or say “Opa!” while dancing to the beat of the music. Ask students to determine a cue for changing directions; e.g., every four grapevine steps, after a leader claps their hands 4-times.



Cooperation

Cooperation

Communication	
Fair Play	
Leadership	
Teamwork	C(4-6)-6

Clues that students are achieving the outcome...

“Students will identify and demonstrate practices that contribute to teamwork”
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can work cooperatively to perform a variety of circle dances.
- Students can actively participate in the development of a circle dance.



Whoop It Up

HORAH DANCE

Consider posting a world map near the activity area and placing a pin on the country from which each dance introduced during the lesson originated. The name of the dance could be a flag on each pin. Explain that two more circle dances will be introduced before students create their own circle dance. Ask students to identify ways the group can work together to successfully perform the dances; e.g., adjust steps so as not to step on anyone, provide cues and help each other remember the steps, share positive and encouraging feedback. Provide an opportunity for students to run for 10 seconds and then safely return to the circle formation.

HORAH: Play “Hava Nagila”. Students hold hands (or wrists) with the person on either side of them and move to the right using a grapevine step. Encourage students to add a little hop to their step as the circle keeps spinning faster, in time to the music. After a pre-determined number of grapevine steps, take 4 steps toward the centre of the circle raising hands in the air and lower hands while moving back 4 steps. Repeat 2 more times and then continue with the grapevine step to the right. Vary the dance by having a smaller circle of students stand inside a larger circle, each circle moves in a different direction.

SPICE IT UP: Create circles of 5-6 students each and challenge each circle to incorporate movement concepts (refer to lesson 2) to create and perform a unique version of the Horah dance. Each dance should have a pattern that can be repeated. Play a variety of music and allow time for practice.



Safety First!

2008 Safety Guidelines page 49.



Wrap It Up

SHOWCASE

Provide an opportunity for each group to teach their dance to one other group. Discuss the effectiveness of the strategies used by students to work cooperatively as a team. Why were some strategies more effective than others? How did you know you were/were not working well as a team?