

**Lesson 3 of 6**

**NOVELTY DANCES**

**EQUIPMENT**

music player » "The Tide Is High" song, by Angelina, Blondie, or Atomic Kitten » variety of appropriate Top 40 songs

**RELATED RESOURCES**

- Physical Education Online Website, Alberta Education, [www.education.alberta.ca/physicaleducationonline](http://www.education.alberta.ca/physicaleducationonline)

**WARM IT UP!**  
**GET IT GOING!**

Invite students to choose to review the Hand Jive and step-clap dance sequence individually or with a partner. If dancing individually, invite students to close their eyes as they dance to the beat of the music at varying speeds and with unique movements. Invite partners to stand facing each other. One student will lead while the other student dances and mirrors the speed and movements of the leader. Switch roles often. Introduce the song, "The Tide is High" by playing it near the end of the warm up.



**Safety First!**  
2008 Safety Guidelines pages 49.



Benefits Health

Benefits Health	
Functional Fitness	
Body Image	
Well Being	B7-8

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

"Students will understand the connection between physical activity, stress management and relaxation"  
*K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can participate in movement sequences in a way that evokes a positive sensation or mood
- Students can describe physical activities that help them to reduce stress and relax



**WHOOOP IT UP!****THE TIDE IS HIGH**

Explain that the focus of the lesson is not only on learning and refining the steps to a dance with the same name, but also to dance in a way that allows each student to feel positive and good. There are different versions of the song, "The Tide Is High" with varying speeds. Instruct students to create lines of 5-6 students, one behind the other, and all facing the same direction. Post, and introduce each step of The Tide is High line dance slowly without music, and gradually incorporate music, quicker speeds, and unique movements. Invite students to say the performance cues (included in parenthesis) while dancing. Frequently ask students to cheer for the students standing in the line at the front while they move to the back, and all other lines take a step forward. Start standing with feet together.

Count 1 - tap **R** foot to the side (tap)

Count 2 - move **R** foot beside **L** foot (together)

Count 3 - tap **L** foot to the side (tap)

Count 4 - move **L** foot beside **R** foot (together)

Repeat several times and then introduce the next series of steps, inviting students to suggest performance cues to help remember the steps. Record the student generated performance cues.

Count 1 - cross **R** foot over **L** foot

Count 2 - touch **L** foot out to the left

Count 3 - cross **L** foot over **R** foot

Count 4 - touch **R** foot out to the right

Count 5 - tap **R** foot to the side (tap)

Count 6 - move **R** foot beside **L** foot (together)

Count 7 & 8 - bend knees twice while snapping fingers and moving arms in large circles above head (bend, circle)

Count 5 - cross **R** foot over **L** foot

Count 6 - step back with **L** foot

Count 7 - step to the side with **R** foot

Count 8 - step to the front with **L** foot and clap

The steps in counts 5-8 are commonly called the jazz square. Provide an opportunity for students to review, refine, and enhance the dance sequence until they have internalized all of the movements. Challenge students to make a quarter turn to the right while clapping during the second count 8 and repeat the sequence facing a new direction. Encourage the addition of individual variations that enhance and add a different level of difficulty to the dance.

**Safety First!**

2008 Safety Guidelines pages 49.

**WRAP IT UP!****SHOW IT UP!**

Invite half of the class to perform the dance (individual variations included) while the other half watches and then switch roles. Encourage students to cheer on their classmates and notice the number of students smiling and the kinds of noises being made; e.g., laughter, while observing. Ask students to discuss with a partner ways in which participation in physical activity can help them feel positive and more relaxed. Invite sharing with the large group.



Benefits Health