

Lesson 5 of 6

NOVELTY DANCES

EQUIPMENT

music players » CD or playlist of music from dances previously learned » laptop and projector » music selected by students (preview all music selections prior to class to ensure appropriateness) » copies of dance sequence assessment criteria

RELATED RESOURCES

- Various websites with popular music videos; e.g., Yahoo! Music, YouTube

WARM IT UP!

DANCE OFF

Create a CD or playlist that includes music for each of the dances learned in the previous lessons. Start the music and invite students to dance continuously from one song to the next to review each of the dances. Encourage students to dance with creativity, confidence and enthusiasm, which will be expected during their performance of an original dance sequence.



Safety First!

2008 Safety Guidelines pages 49.



Do it Daily...For Life!

Effort	D7-2
Safety	
Goal Setting/ Personal Challenge	
Active Living in the Community	

Clues that students are achieving the outcome...

“Students will identify and demonstrate strategies that encourage participation and continued motivation” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can perform dance steps in a way that is personally challenging and enjoyable
- Students can make positive contributions to the creation of a group dance sequence



WHOOOP IT UP! STEPS AND TURNS

To create interest, show a few short video clips of music videos that features dancing (ideally clips that include the dance steps that will be introduced during the lesson); e.g., Michael Jackson, Beyonce, Britney Spears. Invite students to stand in a personal space, ensure they can see the teacher, and get ready to learn/refine 4 popular dance steps they may wish to include in the dance sequence they create; e.g., jazz square, pivot turn, chené turn, and three walks with a dig. Introduce one step at a time, and allow several opportunities for practice. Perform each step slowly at first and then more quickly with and without music. Encourage students to add their own style and perform each step in a way that challenges their individual abilities. Further descriptions and videos of each step/turn can be found online.

Jazz Square – (refer to lesson 3)

Pivot Turn – Step forward with right foot and pivot a 1/2 turn to the right, extend left leg back and keep left toe in contact with the floor while turning. Then step back on the left foot, keeping heel off of the floor and pivot a 1/2 turn to the right, extend right leg in front and keep the right toe in contact with the floor while turning.

Chené Turn – Extend one foot in front of the other and stand on the balls of the feet. Turn hips in the direction of the turn, bring the back foot forward and complete a 1/4 turn with feet together. Without taking a step, change weight to the other foot and continue a 3/4 turn to complete a full rotation. It is helpful to choose a focal point and keep eyes fixed on this spot. When turning, quickly rotate head around and refocus eyes on the same spot to prevent getting dizzy and help maintain balance.

3 Walks and a Dig – Take three steps forward beginning with the right foot. On the fourth step, dig the ball of the left foot into the floor beside the middle of the right foot. Repeat the sequence starting with the left foot and move in any direction; e.g., forward, back, to the right or left.

Provide time for student groups of 3-4 to work on the creation and refinement of a dance sequence. Allow each group to work in a space with their own music player and music (provided the music has been deemed appropriate).



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WRAP IT UP! CRITERIA CRITIQUE

Provide each student with a copy of the evaluation criteria for the group dance sequences. Describe the opportunity students will have at the end of the next class to determine the effectiveness of the criteria in assessing what students know and are able to do related to dance.



Do it Daily...For Life!