

Lesson 6 of 6

NOVELTY DANCES

EQUIPMENT

music players » music selected by students » chalk board or chart paper » dance sequence assessment criteria » laptops or recycled paper

RELATED RESOURCES

- Physical Education Online website, Alberta Education, www.education.alberta.ca/physicaleducationonline



Activity	
Basic Skills	
Application of Basic Skills	A(7-9)-9

WARM IT UP!

DANCING IT TAG

Engage students in a game of tag where everybody is “it”; everyone is trying to tag everyone else. Should a student be tagged, they stop and perform a novelty dance step until another student touches them on the shoulder (this can be any student other than the one who tagged). Students then stop dancing and continue play. Students who tag each other at the same time both stop and perform a novelty dance step. Continue for 5-6 minutes, or until student heart rates are elevated. Review and ask students to perform the jazz square, chené turn, pivot turn, and three walks with a dig steps learned in lesson 5.



Safety First!
2008 Safety Guidelines pages 49.

Clues that students are achieving the outcome...

“Students will choreograph and perform dance sequences, using the elements of movement and basic dance steps and patterns”
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can make positive contributions to the creation of a group dance sequence
- Students can include a variety of steps, levels, speeds, and formations in a dance sequence
- Students can determine criteria to assess the quality of a dance sequence



WHOOOP IT UP!**CREATE AND REFINE A DANCE SEQUENCE**

Discuss as a group the components of a high quality dance routine; e.g., include four (or more) different steps performed at a variety of levels, speeds, and formations, coordinate movements with the music and other group members, dance with an appropriate level of confidence and enthusiasm. Encourage students to use props, costumes, and any other items that will make the dance more enjoyable for themselves and for the audience. Provide an opportunity for groups to create and refine their dance sequence in a personal space with a music player. Instruct each group to give their dance a name, and record the steps of their dance on a laptop or piece of recycled paper. Encourage all groups to invite another group to peer assess their routine using the criteria distributed at the end of lesson 5. Students should record any comments or concerns they have about the criteria in a designated area; e.g., chalk board, chart paper. Circulate to each group to provide feedback and assistance.

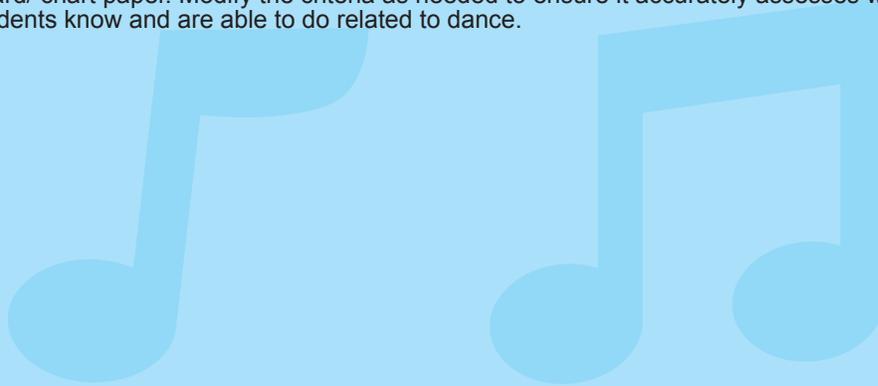
Gather as a large group and review the comments and concerns recorded on the chalk board/ chart paper. Modify the criteria as needed to ensure it accurately assesses what students know and are able to do related to dance.

**Safety First!**

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WRAP IT UP!**TIME TO PERFORM!**

Determine when the dance sequences will be performed. Explain that each student will be asked to view a video of their group's performance within a week of the performance date and self assess the quality of their dance sequence. Celebrate the creativity and accomplishments of the group with a 'seal of approval' (cross one arm over the other and point thumbs down to clap hands together).



Activity