Blaine Elementary School Physical Education Class
Dance Unit Days 1, 2, 3, 4, and 5
Class Size: 90 students
Grades 3-4-5
Dan Persse

Objectives:
*TSWBATD rhythmic movement during activities – line dancing (EALR 1.1.1)

Safety:
Students will follow 3 simple RESPECT rules; have shoes tied/secured properly before coming into the gym; focus on safe locomotor movement during dance progressions/activities.

Set-Up and Equipment:
Stereo/sound set-up with amps, speakers, etc.

Day 1

As students come in have them jog around until a large enough group, then have them come towards the white board and do glut stretch.

Have the kids act out various verbs ie.”Tremors”

Once all the classes are in introduce Expectations:

“Why do we do a Dance Unit?

Movement
Rhythm, 8-ct. and 16 ct beats
Space awareness
Non-verbal expression
Culture/multi-culture experience
Fun!
Interacting with others - social
Feel good physically!
Just one more tidbit of the Knowledge and skills necessary to become physically active for a lifetime

Discuss for each grade level what we are looking for by the end of the 5-day unit:

3rd Grade: Shows Rhythm
4th Grade: Shows rhythm during dances
5th Grade: Shows Rhythm with smooth movement

Highlight these on the white board.

Also discuss Class Behavior Expectations as listed on the white board:

Safe
Respectful
Participate Properly

3\textsuperscript{rd} GRADE ONLY:

\textbf{Homebase activity} to help the students develop self-space awareness:

Have the students stand on the lines length-wise of the gym. Have them remember their “Homebase” spot. Then go out and walk around. “Freeze” them and have them, with wet paint, write a letter of the alphabet with their foot. Now have them quickly return to their homebase without touching anyone else. Have them do this several times with arms, elbows, knees, head etc until they are transitioning without running into anyone.

\textbf{All grades:} Intro Aga-doo dance steps for first progression of \textbf{line dancing} by playing the song.

Go over the moves previous to playing the song.

Now ask the class, what do you suppose the purpose is for the Aga-doo song?

After the song, give them a:

\section*{History of Line Dancing}

Line Dances began sometime around BC. As far as I have been able to determine from research, line dancing in one form or another has been around since recorded time.

What we do today evolved from the old "Contra" dances that were very popular in the New England States from the early 1800s. Contra style dances are still popular but in a slightly different form.

In the 1970s, the form of Line Dance we do today was born.

African tribes in line dance formation doing step combinations not that far removed from what we do today. There were similar dances done by the American Indian. I realize that most people, when they think of Indian dances, visualize circles around a fire but, many dances were done in lines, moving left & right in a step, close, step, close series of moves.

\textbf{Intro Alley Cat} as a line dance going over the following moves before music:
Alley Cat
8 beats scatter formation

R foot sideways 2ce
L foot sideways 2ce

R back 2ce
L back 2ce

raise R knee across back down then across and kick
raise L knee across back down then across and kick

4 steps 1/4 turn pat knees 2ce then clap 2ce

Now play the music…

Intro Achy Breaky Heart using the same dance step sequence…

4th and 5th Graders only - Now intro the dance step sequence for the Electric Slide:

Electric Slide
18 count

Grapevine right 1-2-3
Grapevine left 1-2-3
Step back 1-2-3
step forward 1 tap
step backward tap
step forward scuff with 1/4 turn left then continue on with
grapevine right, etc

repeat repeat repeat

Rolling Grapevine right 1-2-3
Rolling Grapevine left 1-2-3
Step back 1-2-3
step forward slap the ground
step backward karate kick
step forward scuff with 1/4 turn left then continue on with
grapevine right, etc
3rd graders: Do the Sneaky Snake

Have students remain on lines used for the Alley Cat (3 lines). Intro the following dance steps:

Sneaky Snake
8 beats -Line formations

clap clap
pat pat
clap clap
pat pat

Knees on waist down up 4xs

R foot kick 2ce
L foot kick 2ce

sneak forward 8 shuffle steps

Do the song then have each line face left and place hands on front shoulders with leader leading group during sneaky snake shuffle.

Use these 3 lines for 3 different Sneaky Snake lines.

Closure: Did you enjoy the line dances? Why? And when would you use a line dance?
Day 2

As students come in have them jog around until a large enough group, then have them come towards the white board and do glut stretch.

Objectives:
* TSWBATD rhythmic movement during activities – Square dancing (EALR 1.1.1)

Have students sit with a partner. Now have them act out a “situation” like dressing, cooking, mowing the lawn, and playing soccer, with partner. Once that is acted out, then have them go and share with another student.

Review the Line Dance: Alley Cat

Let them know this is the assessment

Intro Mambo #5 dance steps (For grades 4 and 5 only) as progression from line dance to square dance.

Mambo #5 (4 count)

Break this down into 3 parts, demo the first 4, play music, then intro the “Jump up” portion, and play music.

Then intro the Mixer.

1. Chorus   R toe out - L toe - R toe - L toe
2. Shake the hips shake to the left - right
3. Monkey dance left arm up - R - L - R
4. Half - turn 8 little steps

Jump up - jump down
move it all around

shake your head to the sound
put your hands to the ground

one step left - one step right
one to the front and one to the side

Clap your hands once - clap your hands twice
and if it looks like this your doin’ it right
Mixer

grab a partner holding hands go 16 ct one way
16 ct the other

arms up - spin twice - double spin twice
high 5 once - high 5 twice
shake hands

**Brief History of Square Dance:**

The Mambo is a combination of Line Dancing and Square dancing.

It is difficult to trace exactly the roots of our Modern Square and round dancing, for they are deep and varied. Certainly, the taproots go back to our English and French ancestors, but there are traces of Scottish, Scandinavian, Spanish, and other elements brought over to America in the 1800's.

As the pioneers moved westward, the dances went with them. Many of the dances were lost or forgotten, but many were preserved, particularly in the southern Appalachians. There the running set established itself as one of the deep taproots of our western square dance. The running set even had a caller -- America's only unique contribution to the square dances.

Directions, or moves for square dance are one or two word commands…

Have students get with groups of 8 for 4 partner groups, then sit down.

Once all are in groups have them observe a demonstration of a group of 8 forming a square standing in home-base position.

Note: Tallest person is the “boy” if not in boy-girl groups, shortest is a “girl”

Intro and have teacher demo the basic moves to the following song(s) (found in square dancing) with this group of 8:

- Circle to the left (join hands)
- Into the middle come-on back
- Do-si-do
- Bow to your partner

Now have all the students try these moves in their groups.

Now have the students prepare to do the first square dance by walking them through the dance based on the following moves:
Do-si-do

Circle to the left
Circle to the right
Go into the middle then come on back
Face your partner, do-si-do

Everybody join hands circle to the left
Circle to the right to the other way back
Into the middle and come on back
Face your partner, do-si-do

Circle to the left
Circle to the right
Into the middle come on back
Face your partner, do-si-do

Circle to the left
Circle to the right
Into the middle come on back
Face your partner, do-si-do
Bow to the partner’s all

Now play the music. If time, do the dance routine twice.

Grade 3 only:

Do the Chicken Dance, and then revisit Sneaky Snake (rather than Mambo #5 as done with the 4th and 5th graders).
Day 3

As students come in have them jog around until a large enough group, then have them come towards the white board and do glut stretch.

Objectives:
* TSWBATD rhythmic movement during activities – Square dancing (EALR 1.1.1)

Have students sit with a partner. Now have them act out a “situation” like dressing, cooking, mowing the lawn, and playing soccer, with partner. Once that is acted out, then have them go and share with another student.

Review the Line Dance: Alley Cat

Review Do-si-Do

Now intro Swing Promenade

Swing Promenade

Choose another group and have them demo the following moves:

Swing (right shoulder to right shoulder, her right in his left)
Promenade (her left hand in his left hand with her left shoulder to his right – she’s on the outside)
Circle to the left (8 ct.)
Circle to the right (8 ct.)
Do-si-do
Homebase

Face your partner – take a swing position
Swing
Promenade (back to home base)
Make that ring – circle to the left (8 ct.)
Circle to the right (8 ct.)
Into the middle and come on back
Face partner – do-si-do

Swing 2xs
Promenade (back to homebase)
Circle left
Circle to the right
Into the middle and come on back
Face partner do-si-do

Step right up and swing – swing two times
Promenade
Join hands and circle left
Circle right
Into the middle and come on back
Face partner do-si-do

Step up swing position – swing
Promenade
Circle to the left
Circle to the right
Into the middle come on back
Face partner do-si-do
Bow to your partners all

**Allemande Left**

4th and 5th Grade only

New moves: **Face your corner**

Allemande left (her left joins his left for a left hand turn – he goes inside, she out)

**Single file** (girls first)

Do-si-do
Promenade
Face middle and circle left

Face your corner
Allemande left
Do-si-do partner
Promenade partners all
Put them in the lead single file (16 ct.)
Face the middle – circle left

Face the corner
Allemande left
Come back and do-si-do
Promenade
Single file
Face the middle – join hands
Circle left

Face the corner
Allemande left
Come back and do-si-do
Promenade
Single file
Face the middle – join hands
Circle left
Bow to your partners all

**Closure:** How can square dancing help you become physically active?
Day 4

As students come in have them jog around until a large enough group, then have them do glut stretch.

Objectives:
* TSWBATD rhythmic movement during activities – Square dancing (EALR 1.1.1)

Have students sit with a partner. Now have them act out a “situation” like dressing, cooking, mowing the lawn, and playing soccer, with partner. Once that is acted out, then have them go and share with another student.

Review the Line Dance: Alley Cat for assessment

Have students line up by color rotation on each of the three lines. Assess their rhythmic ability to line dance to the Alley Cat using Palm Pilot

I = student is able to successfully follow along using the taught steps

E = student uses rhythmic expression while doing basic steps.

N = student is unable to follow along with peers/teacher the taught steps to the line dance.

Review the square dance Allemande Left with 4th and 5th Graders, and Promenade with 3rd Graders.

Intro Disco steps (4-step) and various moves to Abba’s Dancing Queen:

4-Step to Dancing Queen

Step 4 steps forward
4 steps back
4 steps grapevine Right
4 Steps grapevine Left

Then use faster music (Bee Gees Stayin’ Alive) doing the 4-steps

Intro the point, lawnmower, dishwasher, and shopping cart. Use Stayin’ Alive music to use those parts.

Now play YMCA using those moves from above
For 3rd graders intro the sneaky snake, and the chicken dance after Disco moves:

**Sneaky Snake**

clap clap
pat pat

Knees on waist down up 4xs

R foot kick 2ce
L foot kick 2ce

sneak forward 8 shuffle steps

Do the song then have each line face left and place hands on front shoulders with leader leading group during sneaky snake shuffle.

**Day 5**

As students come in have them jog around until a large enough group, then have them come towards the white board and do glut stretch.

**Objectives:**
* TSWBATD rhythmic movement during activities – Review of all Dances (EALR 1.1.1)

As students stretch inform them that we are going to review the following dances:

- Ally Cat (for assessment wrap-up)
- Mango #5 (4th and 5th)
- Agadoo (3rd grade)
- Do-si-do
- Swing Promenade
- Disco Dance
- Sneaky Snake (3rd grade)