

# Line Dancing the Kindergarten Way!

## Summary

Students perform a line dance to reinforce story telling through movement.

## Materials

- *You've Got a Friend In Me*
- *Me Too, Woody!*
- [Dance steps to, You've Got a Friend In Me](#) pdf
- Cowboy hats
- Bandanas
- Vests

## Additional Resources

### Books

- *Me Too, Woody!*  
By RH Disney, Heidi Kilgras ( A Step-Into-Reading, Step 1)

### Media

- *Toy Story, An Original Walt Disney Records Soundtrack*

### Web sites

- <http://www.amazon.com>

## Background for Teachers

Line dance is sometimes thought of as originating in the Wild West. Many folk dances are danced in unison in lines, usually single lines, and often with a connection between dancers. The absence of physical connection between dancers is a distinguishing feature of country western line dance. Line dancing's current popularity grew out of the disco period, when the country-western dance and music communities continued to explore and develop this form of dancing. The Boot Scootin' Boogie by Bill Bader (1992) is probably the most recognized country line dance. Even though line dance technically does not have any connection between dancers, the following line dance has taken the liberty of having partners that occasionally connect during the dance.

## Intended Learning Outcomes

2. Develop social skills and ethical responsibility.
6. Communicate clearly in oral, artistic, written, and nonverbal form.

## Instructional Procedures

### Invitation to Learn

Tell the students that you are going to play some music. Have the students stand up. Then without talking, as soon as they recognize the music they need to sit down. If they have not heard the music before they need to remain standing. Practice this a few times with familiar and unfamiliar music. Then have them all stand again and play the theme song, *You've Got a Friend In Me* by Randy Newman, from the Disney movie, *Toy Story*. See how many students are familiar with the music and the movie. Depending on how familiar the students are with the story, you may want to read a short version of the story. Then discuss the feelings Woody had when he thought he was going to be ignored and replaced with the new and exciting Buzz Lightyear. Ask students if they have ever had a good friend and then someone new came and then your friend wanted to play with them. How did they feel? What did they do about it?

Ask students if they have ever had a new baby come to their house. Did they like the new baby or did it take away all of their mom's time? Ask students if they were able to make new friends or get along with the new baby. Ask them to think of ways to keep their friend and make new ones.

Tell them one way they can all be friends is to find an activity that they all enjoy and that everyone can play.

#### Instructional Procedures

Tell the students that something we can all do is a cowboy line dance.

Line the students up in rows and give them a partner.

Make sure the students can see the teacher or another person that knows the dance.

Begin by walking them through the different dance steps that are outlined on the *Dance steps to You've Got a Friend In Me*. Break down the steps as needed by your students.

When you feel they are ready, put the steps to the music.

Continually give praise and positive feedback.

#### Extensions

Learn a dance from another culture.

Have students think of other games and activities that can include several people.

#### Family Connections

Students could invite their families to watch them perform the line dance.

Students could invite a family member to be their partner for the dance.

Families could learn to do other line dances or try square dancing.

Families could discuss where their family members may have originated and find out what type of music and dance is native to that culture.

#### Assessment Plan

Show the students the book, *Me Too, Woody!* Ask them to tell a friend what happened at the beginning of the story, the middle of the story and at the end.

Observe the students to see that everyone is participating in the activity.

Watch for students who may need help finding the rhythm or movements of the dance. Monitor their progress and assist as needed.

#### Bibliography

##### Research Basis

Suther, L. V. (1996). *Early Childhood Arts Games* (ERIC Education Resource Information Center) ED403-056.

The arts are central to quality early childhood programs. Using games, music, dance, and movement help develop physical skills such as coordination, jumping and ball handling. Cognitive skills such as language development, problem solving, and social skills (cooperation, sharing, and group negotiation) are enhanced through the arts.

Bredekamp, S. (1996). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (National Association for the Education of Young Children) NAEYC #224

Art, music, movement, woodworking, drama and dance (and opportunities for other physical activity) are integrated throughout each day as relevant to the curriculum and as needed for children to express themselves aesthetically and physically and to express ideas and feelings. Specialists work with classroom teachers and children. Children explore and experiment with various art media and forms of music.

#### Authors

