

Patterns in Dance

Summary

Students will learn a line dance in the study of math as a pattern.

Time Frame

2 class periods of 60 minutes each

Life Skills

Thinking & Reasoning

Materials

CD player or tape player. Country western music with 4/4 tempo.

Background for Teachers

Patterns are everywhere. Students who are encouraged to look for patterns and to express them mathematically begin to understand how mathematics applies to the world in which they live. Identifying and working with a wide variety of patterns helps students to develop the ability to classify and organize information.

This activity will be presented when patterns are discussed in math. The students will observe that patterns exist in the areas of music and dance. Students will be able to follow the repeating patterns of the line dance.

Intended Learning Outcomes

Students will be able to recognize and follow a line dance pattern.

Instructional Procedures

Divide students into groups of six and form lines across the gym. Begin by having the class clap a 4/4 pattern with the teacher. Then stomp a 4/4 pattern. Have them do both. Then add music and have them repeat the pattern a few times.

Introduce the right foot: heel, toe, heel, toe. Then left foot: heel, toe, heel, toe. Add the grapevine: step right foot out, bring left foot behind, step right foot out, bring left foot together with right foot. Repeat to the left: left foot out, right foot behind, step left foot out, bring right foot together with left foot. So this several times.

Add music. Now add all the steps: heel, toe, grapevine.

Now teach the 1-2-3-4 step. Right foot back, bring left foot to right foot (put together) step right foot back, bring left foot to right foot. Repeat the pattern several times. Add all the patterns up to this point. Do this without music, then with music. If the students are doing well and can handle more, add the 1-2-3-4 slap step. This is done by slapping the floor with the right foot, turn 1/4 turn to the right (scoop with the right foot), stomp with the left foot, clap hands. This is tricky, so practice until they have it. Add to other steps with music.

This can be done as a whole class where they all find a space on the floor, or in the lines. The goal is to have all the lines moving together.

Rubrics

[Line Dance in Math](#)

Authors

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