Heritage: Line Dance is a Pattern!

Summary

Students will apply the pattern of a line dance to different music tempos. The lesson will integrate well when the student is studying 'patterns' in math and science.

Time Frame

1 class periods of 45 minutes each

Group Size

Large Groups

Materials

A tape or CD player. A large open space (gym or multi purpose room). Country western tape or CD of songs with 4/4 music with different tempos.

Background for Teachers

The activity should be presented at the same time the fifth graders are involved with patterns as required in the Math Core. The students will observe and describe patterns in the world of dance and movement. The students will be able to distinguish between repeating patterns and growing patterns as used in line dancing.

Intended Learning Outcomes

Students will know a pattern for a line dance that can be performed to a variety of 4/4 music tempo.

Instructional Procedures

Have students find a personal space on the gym floor. Play the music and review the 4/4 clap and 4/4 stomp. Have all students follow this pattern Introduce the pattern for a line dance. Tell students it will ALWAYS be a 4/4 count for this exercise. Leader counts 1-2-3-4
Right foot- heel, toe, heel, toe
Left foot- heel, toe, heel, toe Grapevine to right 1-2-3-4 (step right foot out, bring left foot behind, step right foot out, and bring left foot together with right foot). Repeat Grapevine to the left 1-2-3-4 step left foot out, bring right foot behind, step left foot out, and bring right foot together with left foot). Now repeat the two different patterns using a slower 4/4 beat. 1-2-3-4 step right foot back, bring left foot to right foot (together) step right foot back, bring left foot to right foot (together). Now repeat all the pattern in the correct sequence to the 4/4 beat. 1-2-3-4 step left foot forward, bend over and touch floor with right hand (right foot goes up), touch right foot down to floor, bring left foot to right foot (together), 1-2-3-4 slap floor with right foot, turn 1/4 turn to the right (scoop with right foot), stomp with the left foot, clap . This is the end of the pattern. Do all the patterns using a 4/4 tempo. Have students practice the pattern of steps with a partner. Then form lines of six or more and practice the pattern of steps. Now practice the pattern to a faster 4/4 beat. Encourage students to have fun with the pattern and think about another 4/4 pattern that could build upon the dance pattern.

Extensions

Have the students collaborate in groups of four and create a new dance pattern that requires at least four different 4/4 patterns. Have the students select their own music and then teach the rest of the class.

Assessment Plan

A rubric on participation and following the pattern. The teacher observation of the performance will be the assessment.

Authors

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