

## ROCK 'N' ROLL

This rhythmic and high-energy dance in swing style provides opportunities for developing partner-work skills, especially the use of contact.

### Specific Learning Outcomes

- Show sensitivity to others when dancing and work successfully with a partner.
- Confidently explore, experiment with, select, create and link appropriate actions.
- Perform in and show knowledge of the rock 'n' roll style.

### Stimulus

Music, dance crazes, fashion.

### Resources



Chorus and hand-jive phrases (see Video folder in this web resource; internet or film video clips; photos).

### Accompaniment

"At the Hop" by Danny and the Juniors (or similar, with 12-bar structure).

### Content

- Sense of style
- Coordination and control
- Gesture patterns
- Step patterns
- Musical and rhythmic awareness
- Partner relationships and contact work

### Assessment

- Peer evaluation of each section (pair to pair) using agreed success criteria.
- Self-evaluation against learning outcomes (see self-evaluation sheet in chapter 7).
- Videotape final dance for assessment.

### Curriculum Links

- History: 1950s
- Music: Style, purpose, form and structure

### Options

- This dance idea will work with most rock 'n' roll music and the structure could be adapted. Some songs suggest images or theme such as footwear ("Blue Suede Shoes"), clocks ("Rock Around the Clock") and jail ("Jailhouse Rock").
- The movement material of swings, shoots and kicks could also be adapted for the Jitterbug (1940s).

### Possible Unit Structure

- Lesson 1: Look at stimuli and discuss style. Create simple duos and learn chorus.
- Lesson 2: Recap simple duos and chorus. Plan introduction and learn hand jive.
- Lesson 3: Recap dance so far and create freestyle duos.
- Lesson 4: Add the finale. Practise and perfect the complete dance.
- Lesson 5: Videotape and evaluate.

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## ROCK 'N' ROLL *(continued)*

### Possible Dance Structure

- Intro (coda) as described.
- Verse 1: Swings, clicks and kicks.
- Chorus: As described.
- Verse 2: Repeat verse 1.
- Chorus: Face partners.
- Instrumental: Hand jive.
- Verses 3 and 4: Each half of class perform freestyle duos.
- Chorus: As before.
- Finale (coda): Reverse intro but turn and jump to face front.

### Warm-up



- Lead a warm-up that introduces the main features of the style (i.e., rhythm, swings, shoots and kicks) all performed with high energy and in a relaxed way. See Swing warm-up (in the Warm-ups folder in this web resource).
- Ensure feet are thoroughly warmed up (trainers are advised for this dance).

Tasks	Teaching Points
<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Look at video clips or photos. Why was this style of dance shocking and daring? Why did some people disapprove?</li> <li>• Listen to the music. How many verses? How many choruses? What order? How long is each verse and chorus? How does it start and finish?</li> <li>• Learn and practise the hand jive (e.g., tap thighs 2 times, clap 2 times, slice hands 2 by 2, fists 2 by 2, twizzles 2 by 2).</li> </ul>	<p>The first youth culture; link between dance and music; vigorous and athletic; contact; acrobatic movements revealed girls' underwear.</p> <p>Make a chart and keep for reference.</p> <p>Class (or groups) could create own version. Can they perform it sitting, standing, travelling and with eyes closed?</p> <p>This could directly follow the warm-up.</p>
<b>Simple duos:</b> <ul style="list-style-type: none"> <li>• Partners practise (from the warm-up) arm swings, shoots (explosive arm stretches) and kicks.</li> <li>• Create own partner versions using 8 counts for each type of action. Practise and perfect, working on smooth transitions.</li> <li>• Pair-to-pair evaluation.</li> </ul>	<p>Allow children to choose whom to work with. No need for boys to partner girls.</p> <p>Consider timing (slow or fast?), space (low or high, side to side, forwards or backwards?), relationship (facing, side by side, one behind the other?).</p> <p>Have they captured the style and the mood?</p>
<b>Chorus:</b> Teach the chorus (step patterns, clicks, shimmy and jump) and practise until perfect.	<p>All face front. This could also be performed facing a partner.</p>
<b>Introduction:</b> Number pupils from 1 to 4 randomly, or arrange in 4 rows. Face the back. On signal, reach out and up to make a Y-shape with arms. Then turn and jump to front with hands on thighs on the word <i>hop</i> . Practise the intro, verse 1 and chorus with smooth transitions.	<p>Create class introduction inspired by the music; this could be a group task with the best idea selected for all.</p> <p>Perform with good body tension and extension.</p> <p>Opening phrase could end with a jump to face partner.</p>

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## ROCK 'N' ROLL (continued)

Tasks	Teaching Points
<p><b>Freestyle duos:</b> Explore turns, balance, leans, rolls and jumps with careful regard to safety.</p> <ul style="list-style-type: none"> <li>• <i>Turns:</i> Model different types of turns (e.g., one turning the other, both turn together with or without contact). Explore right-to-right and left-to-right hand holds for turning partner and double holds for turning and circling together.</li> <li>• <i>Balances and leans:</i> Counterbalances involving gripping wrists and bending knees or back to back or one partner behind the other and catching them as they fall back.</li> <li>• <i>Rolls:</i> Develop lean so that the leaner is supported almost to the floor and the supporter steps over their partner so the body rolls.</li> <li>• <i>Jumps:</i> One partner helps the other to jump by gripping the waist and lifting them higher. The jumper can develop a star jump. Try facing each other, then both facing the same way.</li> <li>• <i>Lifts:</i> Back to back, link arms. Ensure the lifter's hips are beneath the partner's. Lifter bends forwards to lever the partner up in the air. Both keep right-angle shapes.</li> <li>• Create a freestyle duo for verse 3 or 4.</li> </ul> <p>• Pair-to-pair evaluation.</p>	<p>Photos and video clips will help provide ideas. See chapter 5 (Safe Practice section) for safety tips.</p> <p>Not all the pairs need to dance at the same time. Half the group could hold a position (e.g., crouch and click) as they watch the others. Do they show and work successfully with a partner? How well have they linked the actions?</p>
<p><b>Finale:</b></p> <ul style="list-style-type: none"> <li>• Plan the ending (which could develop from the introduction), refer to the structure of the music and decide on an order.</li> <li>• Practise until perfect and perform to another class or in assembly.</li> <li>• Videotape and assess.</li> </ul>	<p>Use the specific learning outcomes.</p>