

## LESSON 4: SHORTENIN' BREAD SHUFFLE

### Grade-Level Outcomes

#### Primary Outcomes

**Dance & rhythms:** Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)

**Dance & rhythms:** Demonstrates competency in a form of dance by choreographing a dance or by giving a performance. (S1.H2.L2)

**Movement concepts, principles & knowledge:** Identifies examples of social dance and technical dance forms. (S2.H4.L1)

**Movement concepts, principles & knowledge:** Compares similarities and differences in various dance forms. (S2.H4.L2)

#### Embedded Outcome

**Working with others:** Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

### Lesson Objectives

The learner will:

- combine the steps of the Shortenin' Bread Shuffle.
- distinguish between grapevine, step together step, and walk.
- demonstrate the Shortenin' Bread Shuffle with music.
- share examples of social and technical dance forms.
- draw comparisons between different dance forms.
- work with others in designing an original line dance sequence.

### Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended song: "Shortenin' Bread" by the Tractors
- Paper and pencils for recording dance design ideas

### Introduction

*Has anyone heard of the Shortenin' Bread Shuffle? Do you know what shortenin' bread is? [Explain.] Today, you will learn the Shortenin' Bread Shuffle. This dance has some of the same steps that you learned in the previous dance. First, let's review your homework.*

## Instructional Task: Partner Share

### ■ PRACTICE TASK

Students pair up and share the lists of social dances that they compiled for homework.

#### Guiding questions for students:

- Besides line dance, what are some other types of social dance?
- How does line dance differ from other social dances?
- How is it similar?
- How does social dance differ from other dance forms, such as modern or ballet?
- In what ways are dance forms alike?

## Extension

Students can share ideas with the whole class.

## Student Choices/Differentiation

- Students choose their partners.
- Students may volunteer to share ideas with the larger group.

## What to Look For

- Students have made lists with multiple examples.
- Students are sharing ideas with one another.
- Students grasp the main ideas of social and technical dance.

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Review and perform the Alley Cat dance learned in Lesson 3.

## Student Choices/Differentiation

Show a video clip to review steps.

## What to Look For

Students are performing the steps for the Alley Cat line dance in sequence.

## Instructional Task: Shortenin' Bread Shuffle (Gaddy, 2000)

Sequence 1: Grapevine left and right, step-close-step-tap, and circle walk.

### ■ PRACTICE TASK

Step 1: Practice the sequence without music.

- Grapevine (8 counts):
  - Counts 1-4: Grapevine step to the right.
  - Counts 5-8: Grapevine step to the left.
- Step close (8 counts):
  - Counts 1-4: Right foot leads a step-close-step-tap to the right.
  - Counts 5-8: Then left foot leads a step-close-step-tap to the left.
- Circle walk (8 counts):
  - With right foot start walking in a circle to the right for 7 counts.
  - On the eighth count, feet are together to start the dance over again, with left foot leading.
- Combined steps (24 counts):
  - Repeat the grapevine (1-8), step-close-step-tap (1-8), and the walk (1-8) as before, but lead with the left instead of the right.
  - When walk is completed, you should be back at the starting position.

## Extension

Practice the steps with music.

## Student Choices/Differentiation

- Simplify the sequence with step-close-step in place of the grapevines.
- Modify assessment by monitoring for those who can keep the beat and move in their space.
- Slow the tempo.

## What to Look For

- Grapevine and circle walk are correct on both sides.
- Students are performing the movements on the correct count.

## Instructional Task: Shortenin' Bread Shuffle

Sequence 2: Heel, toe, heel, stomp, and jump quarter turns.

### ■ PRACTICE TASK

Step 2: Practice the sequence (24 counts) without music.

- Counts 1-4: With right foot, do heel, toe (cross in front of other leg), heel, stomp.
- Counts 5-8: Same with the left foot.
- Counts 1-8: Repeat right heel-toe, then left heel-toe.
- Counts 1-8: Do four jumps (2 counts each) with a quarter turn to the right with each one.

After the fourth jump, the dance starts over again from the beginning.

### Extensions

- Practice the whole sequence with music until students are successful.
- Perform the dance steps in reverse order.

### Refinements

- Review cues: Grapevine, step-close-step-tap, circle, heel-toe-heel-stomp, jump quarter turn.
- Encourage students to let the torso lean with the music instead of just being straight up.

### Student Choices/Differentiation

- Students should omit the quarter turn.
- Use a video clip to review steps.

## What to Look For

- Students are performing the step combinations (heel touches, stomps, and quarter turns) to the rhythm of the music.
- Some students will catch on to the pattern very quickly; use them as examples for others to watch.

## Instructional Task: Line Dance Design

### ■ PRACTICE TASK

In groups of four, students talk about today's dance and start discussing the line dance they will create for the end of the module. Distribute guidelines for the dance and the rubric that will be used for scoring it. One student in each group records their ideas for the design.

### Guidelines

- Implement moves learned throughout the module (such as a Cha-Cha, a Grapevine, a hip bump, and so on).
- Include four transition steps in order to face each wall throughout the dance.
- Add a unique movement or personal touch.

*Note:* Students may choose their own music, but it would be easier for practicing if you select one piece of music and all students develop their dances for that piece. Set the playing device to repeat the music so that students can choreograph and rehearse with the performance music and can make sure that their choreography works well.

**EMBEDDED OUTCOME: S4.H3.L1.** Students will need to collaborate with one another to make this project work. Reinforce the importance of using communication skills, such as listening without interrupting and voicing support for others' ideas.

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### **Student Choices/Differentiation**

- Students choose their groups.
- Students choose their music.
- Students choose their steps and movements.

### **What to Look For**

- All students are involved in designing the new dance.
  - Students are including transition steps.
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### **Formal and Informal Assessments**

Exit slip: What parts of the dance design are going well, and where do you still need help?

### **Closure**

- Was the dance difficult?
- What was the most difficult step?
- Was it difficult to quarter-turn with jumps?
- Be prepared for a new dance next class called 5, 6, 7, 8.

### **Reflection**

- Were students having problems with sequencing?
- Was the dance too easy? Too hard?
- Review exit slips to provide guidance for the next group work.

### **Homework**

- Review the Shortenin' Bread Shuffle and preview 5, 6, 7, 8 on the school's physical education website.
- Keep thinking about your group's design, and come to class with any suggestions you have for improving it.
- Optional: try making shortenin' bread. You can find recipes by doing an internet search.

### **Resources**

Gaddy, J. (2000, November 10). Shortenin' bread shuffle. Available: [www.pecentral.org/lessonideas/ViewLesson.asp?ID=799#.VtXyhYv2boo](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=799#.VtXyhYv2boo)

Internet search terms: "shortenin' bread," "Shortenin' Bread line dance"