

## LESSON 15: CUPID 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)

**Working with others:** Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

**Engages in physical activity:** Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)

**Self-expression & enjoyment:** Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1)

#### Embedded Outcome

**Working with others:** Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

### Lesson Objectives

The learner will:

- critique a dance using a checklist.
- collaborate on refinements for the final dance event.
- demonstrate the steps of the Cupid Shuffle.
- create his or her own moves to individualize the Cupid Shuffle.

### Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended song: “Cupid Shuffle” by Cupid

### Introduction

*I hope your family is excited about the Swinging '60s Dance! I've been sharing the invitation with other teachers and staff, so I think we'll have a nice turnout. Today, we'll finalize our dance plans and rehearse the dances, and if we have time, you'll learn the Cupid Shuffle. This is a simple dance where the music explains the steps as we listen. You will notice that some steps are similar to other dances that you have learned. Let's dance!*

## Instructional Task: Planning Discussion

### ■ PRACTICE TASK

Review the decisions from last class about which dances to do, costumes, props, and decorations as well as brainstorming sheets. Finalize decisions and record them on poster paper.

Have students make suggestions about the sequence of dances and music selection.

Ask students to make suggestions for getting the audience up to dance.

Students select roles for the dance: dance leaders (demonstrate dances and give cues); dance directors (announce the dances and provide any additional information); and audience coaches (get audience up and involved).

Make sure there are pairs of students for each role.

## **Student Choices/Differentiation**

- Students volunteer to be a recorder.
- Students select roles.

## **What to Look For**

- All students are contributing to the discussion.
- Students are excited about their roles.

## **Instructional Task: Warm-Up**

### **■ PRACTICE TASK**

Warm up with the beginning of the electric slide.

## **Student Choices/Differentiation**

Show a video clip to review steps.

## **What to Look For**

Students are moving throughout the dance and performing the steps correctly.

## **Instructional Task: Rehearsal for Dance**

### **■ PRACTICE TASK**

Have students run through the dances briefly in the selected sequence.

Allow as much time as needed for students to prepare for the event. If some time left over, introduce the Cupid Shuffle.

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**EMBEDDED OUTCOME: S.4.H.3.L.2.** Students will need to practice their leader roles to feel confident for the event. Provide a brief script for directors, short lists of ideas for coaches, and cues for dance leaders to assist them.

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## **Student Choices/Differentiation**

- Students choose their roles.
- Provide a cue list.
- Provide scripts for directors.
- Provide a list of ideas for coaches.

## **What to Look For**

- Students are working together as they practice their roles.
- Students are communicating in a positive way.

## **Instructional Task: Cupid Shuffle**

Sequence 1: Sidesteps right and left.

### **■ PRACTICE TASK**

This song will lead you through the middle steps of the dance.

Step 1: Step to the right, close your left foot next to your right one; step to the right, close your left foot next to your right one; step to the right, close your left foot next to your right one; step to the right, close your left foot next to your right one.

Step 2: Step to the left, close your right foot next to your left one; step to the left, close your right foot next to your left one; step to the left, close your right foot next to your left one; step to the left, close your right foot next to your left one.

## Student Choices/Differentiation

- Slow the steps for those having difficulty with the combination of steps.
- Students add their own arm movements to the sequence

## What to Look For

Students are combining all steps of the dance smoothly, especially familiar ones.

## Instructional Task: Cupid Shuffle

Sequence 2: Taps right and left, turn, shake it clean.

### ■ PRACTICE TASK

Step 3: Tap your right foot to the front, bring your right foot in and close it next to your left one; tap your left foot to the front, bring your left foot in and close it next to your right one; tap your right foot to the front, bring your right foot in and close it next to your left one; tap your left foot to the front, bring your left foot in and close it next to your right one.

Step 4: Use your best moves on this final, turning move: Making a 90-degree turn to the left, shake your booty as you step from one foot to the other, back and forth, while you make the slow turn. This turn lasts eight counts, so make it special!

## Extensions

- Repeat the dance steps in combination until students are successful.
- Because this dance is so simple, it's a great dance for students to add their own variations to spice it up. Encourage students to individualize the dance (be expressive) while maintaining the basic steps. Examples might include jump kicks, "raise the roof," different arm motions, or adding props.

## Student Choices/Differentiation

Slow the steps for those having difficulty with the combination of steps.

## What to Look For

Students are combining all steps of the dance smoothly, especially familiar ones.

## Formal and Informal Assessments

Checklists for group project

## Closure

- Was this dance familiar to you? If so, where have you heard or danced it before today?
- Was it easy to follow the words to the song? What about when the steps were not in the lyrics?
- Let's check to make sure we're ready for our Swinging '60s Dance.
- Review a checklist with students.

## Reflection

- Was this dance enjoyable for all students?
- Could I have changed something to make it easier or harder for those who needed a simplification or challenge?
- Are students ready for their roles in the dance? Did they have enough time to prepare?
- Review the music selections to make sure they are appropriate for the event.

## Homework

- Be sure to bring everything you need for the dance to class next time, and remind your family about coming if they can.
- Practice your role for the dance.

## Resources

Internet keyword search: “cupid shuffle”