

LESSON 11: BUS STOP

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)

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

Embedded Outcome

Social interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Lesson Objectives

The learner will:

- demonstrate the steps of the Bus Stop to music.
- exhibit smooth transitions and timing.
- participate in a dress rehearsal for an original line dance with a group.
- select a group leader and practice roles during dress rehearsal.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended song: “Old Time Rock and Roll” by Bob Seger

Introduction

The dance that you will learn today is the Bus Stop. This is a classic four-wall line dance that is always fun to do. You will find that some moves in this dance are similar to others that you have learned. At the end of class, you'll have your dress rehearsal for the Line Dance Showcase.

Instructional Task: Warm-Up

■ PRACTICE TASK

Use the hustle to warm up.

Student Choices/Differentiation

Show a video clip to review steps.

What to Look For

- Students are moving throughout the sequence.
- Students are including arm movements.

Instructional Task: Bus Stop

Sequence 1: Heel clicks and toe touches.

■ PRACTICE TASK

Step 1: Practice the sequence (8 counts) without music.

- Counts 1-4: With feet together, click the heels together two times.
- Counts 5-6: Put the right heel forward and touch two times.
- Counts 7-8: Put the right toe backward and touch two times.

Extension

Add music.

Student Choices/Differentiation

Slow the tempo.

What to Look For

- Students are able to combine the steps correctly.
- Students can combine steps fluidly.

Instructional Task: Bus Stop

Sequence 2: Quarter turn to the left and a walk back.

■ PRACTICE TASK

Step 2: Practice the sequence (8 counts) without music.

- Counts 1-4: Put right heel forward, right toe backward, and right toe to the side; raise right knee high, make quarter turn on left foot, place right foot next to left.
- Counts 5-8: Walk backward, alternating right foot, left foot, right foot, left foot.

Extensions

- Combine Steps 1 and 2.
- Add music.

Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.

What to Look For

- Students can combine the first two steps correctly.
- Students are keeping time with the music.

Instructional Task: Bus Stop

Sequence 3: Full turn to right and full turn to left.

■ PRACTICE TASK

Step 3: Practice the sequence (8 counts) without music.

- Counts 1-4: Make a full turn to the right; step right foot, left foot, right foot, and touch left foot beside right foot.
- Counts 5-8: Make a full turn to the left; step left foot, right foot, left foot, and touch right foot beside left foot.

Extensions

- Combine Steps 1 to 3.
- Add music.

Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.

What to Look For

- Students are performing turns and step combinations correctly.
- Students are able to stick with the count.

Instructional Task: Bus Stop

Sequence 4: Hustle right and left.

■ PRACTICE TASK

Step 4: Practice the sequence (8 counts) without music.

- Counts 1-4: Hustle right—step right together with left foot, step right, touch with left foot beside right foot.
- Counts 5-8: Hustle left—step left together with right foot, step left, touch with right foot beside left foot.

Extensions

- Practice Steps 1 to 4.
- Add music and practice until students are successful.
- Challenge: Perform the dance steps in reverse order.

Refinements

- Review cues: Hustle steps right and left.
- Add claps before the turn.
- Variation: Add arm movements mimicking driving a bus.

Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.

What to Look For

- Students perform hustle steps smoothly.
- Students are able to follow the step sequence.
- Students are able to add arm movements.

Instructional Task: Dress Rehearsal

■ PRACTICE TASK

Groups of four practice their dances using costumes and props. Students select a leader who will also lead the group during the showcase.

EMBEDDED OUTCOME: S.5.H.4.1.1 Use this final rehearsal to ask students how they experienced social support in the process of working together to create the dance.

Student Choices/Differentiation

Students choose the group leaders.

What to Look For

- All students are contributing in rehearsal.
 - Students are supportive of one another and are reacting appropriately if someone makes a mistake.
-

Formal and Informal Assessments

Exit slip: How do other forms of dance contribute to social interaction and support?

Closure

- Explain the steps of this dance.
- What steps were similar and different from previous dances?
- Were the steps difficult? Why or why not?
- Next class, you will dance for the whole class. You will be recorded, and I will evaluate the videos after the class. Your peers will evaluate you during the class.

Reflection

- What, if anything, did students have trouble with in this dance?
- Were students cooperating with group members?
- Were students able to relate dances to each other?

Homework

Practice for the showcase on your own or with your group.

Resources

Bennett, J.P., & Riemer, P.C. (2006). *Rhythmic activities and dance*. Champaign, IL: Human Kinetics.
Internet keyword search: "line dancing," "bus stop dance"