

## LESSON 13: '60S DANCES

### 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)

**Fitness knowledge:** Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.L2)

#### Embedded Outcome

**Fitness knowledge:** Relates physiological responses to individual levels of fitness and nutritional balance. (S3.H8.L1)

### Lesson Objectives

The learner will:

- identify the names of a variety of dances from the 1960s.
- demonstrate different dances from the 1960s
- monitor heart rate and adjust it to stay in target zone.

### Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Paper (or log sheets) and pencils for recording heart rate

### Introduction

*Today, you will learn several dances with many different moves from the '60s. These are not actually line dances, but the dances are easy and we'll move through them quickly. You will notice that many of these dances are cardiorespiratory in nature. In our previous class, you took your heart rates after practicing the Hustle. Today, you will monitor your heart rates and try to keep them in the target zone during several dances. Hang in there and work hard. Let's begin!*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Warm up with the Bus Stop.

### Student Choices/Differentiation

Use a video clip to review steps.

### What to Look For

- Students can demonstrate the steps in the correct sequence.
- Students are adding arm motions.

## Instructional Task: The Twist

### ■ PRACTICE TASK

Demonstrate the movement.

Dancers stand in a relaxed position and rotate, or twist, the hips in time with the music. Feet will twist automatically. Dancers should put weight on the balls of the feet. Arms are bent slightly and swing in time with the music. Students record their heart rates.

## Refinement

Repeat with change of levels—twist high, medium, and low.

## Student Choices/Differentiation

- Students may perform arm movements only to the beat of the music.
- Slow the tempo.
- Students may review a video clip of the dance.
- Students use heart rate monitors or other devices to record heart rate.

## What to Look For

- Students are moving continuously.
- Students are able to stay in time with the music.
- Students are getting a good, strong twist.

## Instructional Task: The Jerk

### ■ PRACTICE TASK

Demonstrate the movement.

Dancers stand in a relaxed position. On each beat of music, students jerk the torso and arms in whip-like fashion—but not too hard! Arms go up on first jerk, down on second jerk, up on third jerk, down on fourth jerk, and so on. Legs are relatively still. Students record their heart rates.

## Refinements

- Remember, this is a whip-like motion.
- Try two right-arm jerks and then two left-arm jerks in a row instead of alternating. This is most effective when the music changes.

## Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.
- Students use heart rate monitors or other devices to record heart rate.

## What to Look For

- Students are moving continuously.
- Students are able to coordinate the jerking action in time with the music.

## Instructional Task: The Monkey

### ■ PRACTICE TASK

Demonstrate the movement. Note that this dance has some characteristics similar to those of the Jerk, but the legs are bouncing instead of remaining still.

Dancers stand in a relaxed position. When music begins, they bounce at the knees in time with the music, causing the upper body to go up and down. Arms reach out in front, with closed fists and thumbs up. Dancers raise the right hand and then the left hand, as if climbing a tree, to the beat of the music. Students record their heart rates.

## Refinement

Occasionally, move hands as if peeling a banana and eating it.

## Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.
- Students use heart rate monitors or other devices to record heart rate.

## What to Look For

- Students are able to coordinate the bouncing action of the legs with the arms.
- Students are moving continuously.

## Instructional Task: The Swim

### ■ PRACTICE TASK

Dancers stand in a relaxed position. When music begins, they bounce and swing their hips to the music, moving their arms like a swimmer doing the front crawl (8-16 counts), doing the backstroke (8-16 counts), and doing the breaststroke (8-16 counts).

Occasionally, dancers hold the nose with one hand and bend the knees deeply to “dip” under water; while “under water,” dancers can hold the other hand up, with palm open and waving. Students record their heart rates.

### Refinement

Tell students to really play up the underwater dip (e.g., pretend they are blowing bubbles out of their mouths while holding their noses).

### Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.
- Students use heart rate monitors or other devices to record heart rate.

## What to Look For

- Students are moving continuously.
- Students are having fun with mimicking the swimming action.

## Instructional Task: The Mashed Potato

### ■ PRACTICE TASK

This dance is a little more technical and difficult than the others. Demonstrate the movement.

Dancers stand in a relaxed position. When music begins, dancers feel the beat and lean forward onto the balls of the feet and begin to turn the knees and toes in, then out, again and again. On the downbeat, while still performing the in and out of the knees and toes, dancers may lift one leg slightly out to the side and bring it back down. Then students can lift the other leg slightly out to the side and bring it back down. Hands are positioned in front of the abdomen, shaking loosely. The mashed potato is done quickly, and it actually seems like a good way to get your potatoes mashed! Students record their heart rates.

### Refinement

Arms are bent and forearms are away from the body. Move them up and down with the music.

### Student Choices/Differentiation

- Students may perform arm or leg movement only.
- Slow the tempo.
- Students may review a video clip of the dance.
- Students use heart rate monitors or other devices to record heart rate.

## What to Look For

- Feet and knees are working together to point in, then out.
- Students are moving continuously.
- Weight transfer is on one leg, with a little leg lift on the opposite side.

## Instructional Task: The Watusi

### ■ PRACTICE TASK

Demonstrate the movement.

Dancers are very relaxed. Hips swing right and left to each count of the music while the body leans slightly right, then left, with the hip swings. Arms are slightly bent. First the right arm swings to the front of the body while the left arm swings to the side; then the left arm swings to the front of body while the right arm swings to the side. Students record their heart rates.

### Extensions

- Add right hand moved up to the ear followed by the same motion on the left.
- Repeat, adding a half turn.

### Refinement

Allow hips to swing freely.

### Student Choices/Differentiation

- Students may dance without arm movement.
- Slow the tempo.
- Students may review a video clip of the dance.
- Students use heart rate monitors or other devices to record heart rate.

### What to Look For

- Students do a slightly exaggerated hip swing.
- Students are moving continuously.

## Instructional Task: The Boog-a-loo

### ■ PRACTICE TASK

This dance is a bit more technical and difficult than the others, but it is really fun once you get it. Demonstrate the movements.

Practice the sequence without music.

Dancers are relaxed. On counts 1, 2, 3, the body moves right, with feet stepping right, left, right. So to begin, the right foot steps slightly to the right, then the left foot moves to the right and is placed next to the right foot, and then the right foot steps right again.

On count 4, the left leg makes a little kick out to the left, with the knee slightly bent. Now reverse, stepping left, right, left.

Do the four counts to the left, with the left foot leading and stepping out to the left on count 5, then the right foot steps to the left and is placed next to the left foot on count 6, and then the left foot steps left again on count 7.

On count 8, the right leg makes a little kick out to the right, with the knee slightly bent. The whole body sways while the feet are doing this move. The arms are held up and the elbows bent, with hands at about shoulder level. Fingertips are touching as if holding a cookie. Arms move right, left, right on counts 1, 2, 3.

On count 4, hold the arms still but push the chin and right shoulder to the right to emphasize that beat. Now, do the whole thing to the left side. Arms move left, right, left on counts 5, 6, 7.

On count 8, hold the arms still but push the chin and left shoulder to the left to emphasize that beat. Try to put some groove into it by swaying the upper body smoothly, with the beat of the music, and keep it going.

### Extensions

- Practice with music.
- Record heart rate.

## Refinement

Experiment with arm positions or add claps to the dance.

## Student Choices/Differentiation

- Move just arms or just legs.
- Slow the tempo.
- Students may review a video clip of the dance.
- Students use heart rate monitors or other devices to record heart rate.

## What to Look For

- Students can demonstrate the step sequence.
- Students are moving continuously.
- Students are relaxed enough to put some sway into their movements.

## Instructional Task: The Hitchhiker

### ■ PRACTICE TASK

Demonstrate the movement.

Dancers begin in a relaxed position. Shake the hips three times to the right, sticking the thumb out to the right and bouncing with the beat of the hips and music. (Hold count 4.) Now do the move to the left, with hips shaking to the left three times, while left thumb points and bops to the left in hitchhiker fashion. Dancers can move around. Students record their heart rates.

## Refinement

Emphasize the thumb action and arm action.

## Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.
- Students can use heart rate monitors or other devices to record heart rate.

## What to Look For

- Students can demonstrate the step sequence.
- Students are moving continuously.
- Students are into the hitchhiker thumb action.

## Instructional Task: Discussion About the Aerobic Nature of Dancing

### ■ PRACTICE TASK

Lead a discussion about heart rate and intensity in dance.

## Guiding questions for students:

- Which dances raised your heart rate the most?
- What did you do to keep your heart rate in the target zone?
- How can you alter the intensity of a dance?

## Student Choices/Differentiation

- Students may work in pairs.
- Students use poster paper to record their answers.

## What to Look For

- Students are making connections between fitness principles and dance.
  - Students can identify the physical benefits of dance.
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## Formal and Informal Assessments

- Heart rate log sheet
- Exit slip: Which dance most challenged your fitness, and how did your body respond? (Embedded outcome: S3.H8.L1)

## Closure

- Which dance was your favorite? Why?
- Which dance was easiest to learn? Hardest to learn?
- We're going to plan a special event for the end of our module—a '60s dance for family and friends. To get started, try to find out about other '60s dances you might want to try.

## Reflection

- Was this too many dances to learn in one class period? Could or should this lesson be done in two periods?
- Did students enjoy the fast-paced movement?
- What changes could I make so that students could learn so many dances at once?
- Review exit slips to see whether students are able to identify physiological responses.

## Homework

- List one or two different '60s dances that you might want to try. Watch a video clip for each, and write down the cues that you think are important. Bring the cues to class and be ready to demonstrate the dances.
- Review the Electric Slide video clip on the school's physical education website to get ready for next class.

## Resources

Schmitz, K. (2010, January 14). Dances of the '60s. Available: [www.pecentral.org](http://www.pecentral.org).  
Internet keyword search: "60s dances," "dance crazes"