

## LESSON 10: THE HUSTLE

### 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:** Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

#### Embedded Outcome

**Movement concepts, principles & knowledge:** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve self and/or others in a selected skill. (S2.H2.L1).

### Lesson Objectives

The learner will:

- combine the walk, grapevine, and Hustle steps with a quarter turn to music.
- distinguish between the grapevine and Hustle steps.
- recognize the music and dance of the disco era.
- practice and refine original line dance with group.
- apply the terminology and step sequences for a variety of dances.

### Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended music: “The Hustle” by Van McCoy
- Video recording devices

### Introduction

*The dance that you will learn today is the Hustle. It is a classic four-wall, 24-count dance with quarter turns and an added twist. The Hustle is from the disco era. Let’s warm up with Rock It and then learn the Hustle. Have fun! Don’t forget that we have a quiz at the end of class today.*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Warm up with Rock It.

### Student Choices/Differentiation

Show a video clip to review steps.

### What to Look For

- Students are moving continuously.
- Students are using the correct sequence of steps.

## Instructional Task: The Hustle

Sequence 1: Forward and backward walk, grapevine right and left.

### ■ PRACTICE TASK

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

- Counts 1-4: Walk backward, starting with the right foot.
- Counts 5-8: Walk forward, starting with the left foot.

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

- Counts 1-4: Grapevine right.
- Counts 5-8: Grapevine left.

### Extensions

- Combine Steps 1 and 2.
- Add music.

### Student Choices/Differentiation

- Slow the count and slow the music.
- Students may review a video clip of the dance.

### What to Look For

- Students are able to combine the forward and backward walk and grapevine right and left.
- Transitions from one step to the other are smooth and in time with the rhythm of the music.

## Instructional Task: The Hustle

Sequence 2: Right and left.

### ■ PRACTICE TASK

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

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

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

- Counts 1-2: Snap the fingers two times overhead.
- Counts 3-4: Stomp the right foot two times.
- Counts 5-8: Right toe forward, backward, side, raise the knee high, and make a quarter turn left.

### Extensions

- Combine Steps 1 to 4.
- Add music.
- Repeat until students are successful.
- Teach the dance to the left, reversing dance steps to enhance laterality.
- Complete half or full turns instead of quarter turns.

### Refinements

- Review cues: Vine, hustle.
- Add optional arm movements—rolling forearms in front and “the Travolta” (arm points up to sky and then down to opposite foot).

## **Student Choices/Differentiation**

- Hold the pattern without turns.
- Slow the tempo.

## **What to Look For**

- Hustle steps are in time with the music.
- Transitions to the snap, stomp, and knee lift are smooth. Encourage students to listen to the music if they are having trouble with transitions.

## **Instructional Task: Line Dance Practice**

### **■ PRACTICE TASK**

Groups of four practice their dances with costumes and/or props. One student leads the group.

### **Extension**

Groups use a device to record the practice. Students switch roles so that everyone is recorded at least once.

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**EMBEDDED OUTCOME: S2.H2.L1** Students view the video and make suggestions for improving self and group performance.

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## **Student Choices/Differentiation**

Rotate the task leader and video recorder.

## **What to Look For**

- All students are involved in practicing.
- Students are working positively with the task leaders.

## **Instructional Task: Written Quiz**

### **■ PRACTICE TASK**

Administer a quiz that requires students to match dances and steps and identify the benefits of dancing as a lifetime physical activity.

## **Student Choices/Differentiation**

Allow extra time or administer as a take-home test.

## **What to Look For**

- Students demonstrate knowledge of dances and steps.
- Students understand the health-related benefits of dance.

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## **Formal and Informal Assessments**

- Self-assessments
- Written quizzes

## **Closure**

- Were the song and dance familiar to you?
- Describe the combination of steps.
- Were they easy or difficult to combine? Explain your answer.

- What steps had you learned before in previous dances? What steps were new?
- Our next class will be your dress rehearsal for the final evaluation of your dance, which will take place in the class after that. Be sure to practice at home, and bring your costumes and props to class next time.

## Reflection

- Were transitions of steps smooth?
- Could I have used more modern music for a variation?
- Were students attentive to the lesson?
- Did students see the connection to other dances we have learned?
- Review tests to see where student errors are.

## Homework

- Practice your dance at home.
- Review a video clip of the dance Bus Stop on the school's physical education website to get ready for our next class.
- Bring costumes and props for the dress rehearsal.

## Resources

Bennett, J.P., & Riemer, P.C. (2006). *Rhythmic activities and dance*. Champaign, IL: Human Kinetics.

Howcast: [www.howcast.com](http://www.howcast.com)

Internet keyword search: "the hustle," "the hustle line dance"