

## LESSON 6: THE TRAIN

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

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

#### Embedded Outcomes

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

**Working with others:** Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

### Lesson Objectives

The learner will:

- combine steps to the rhythm of the music for The Train.
- explain how The Train is similar to some of the other dances previously learned.
- refine original line dance by adding expressive movements.

### Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended music: "C'mon n' Ride It" by Quad City DJ's
- Video recording devices

### Introduction

*You will learn a simple dance called The Train today. This dance has only three steps, and some will be familiar. When you've learned The Train and have celebrated with music, your groups will work together on your line dance project. Let's warm up and begin learning the train.*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Use the 5, 6, 7, 8 dance as a warm-up.

### Student Choices/Differentiation

Review video clips of the dance to remind students about the steps.

### What to Look For

- All students are moving.
- Students are performing the sequence correctly.

## Instructional Task: The Train (Elliott, 2000)

Sequence 1: Grapevine and cha-cha step.

### ■ PRACTICE TASK

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

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

### Extension

Practice with music.

### Student Choices/Differentiation

- Simplify by taking two sidesteps instead of grapevine.
- Slow the tempo.

### What to Look For

Students can combine the grapevine and the cha-cha step, right left and left right.

## Instructional Task: The Train

Sequence 2: Rock step.

### ■ PRACTICE TASK

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

- Counts 1-2: Rock on right foot forward, left foot backward.
- Counts 3-4: Step right left right (turn right in place, half turn to face the opposite wall).
- Counts 5-6: Rock on left foot forward, right foot backward.
- Counts 7-8: Step left right left (turn right in place, half turn to face the opposite wall).

### Extensions

- Practice with music.
- Practice combined with Step 1 and music.

### Student Choices/Differentiation

- Step in place without the half turn.
- Slow the tempo.

### What to Look For

- Students balance the rock step with right-left, left-right.
- Students perform the half turn correctly, starting with the right foot.

## Instructional Task: The Train

Sequence 3: Stomp, hip circle, combined moves from dance.

### ■ PRACTICE TASK

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

- Counts 1-2: Stomp right left.
- Counts 3-4: Double hip right.
- Counts 5-6: Double hip left.
- Counts 7-8: Two hip circles.

Dance always begins again facing the front wall.

## Refinement

Add hand motions mimicking the wheels of the train or pulling the whistle.

## Extensions

- Practice with music combining all three steps until students are successful.
- Perform dance steps in reverse order. If going to right, change to left and so on.

## Student Choices/Differentiation

- Slow the tempo.
- Use video clips to remind students about the steps and movements.

## What to Look For

- Students are able to combine all steps successfully.
- Students are moving fluidly from one sequence to another.

## Instructional Task: Line Dance Practice

### ■ PRACTICE TASK

Students get in groups of four to practice their dances. One student leads the others while practicing. If time permits, change leaders.

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**EMBEDDED OUTCOME: S4.H3.L2.** Provide a few tips on leading group activities, and reinforce the importance of cooperating with the leader (being a good follower).

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## Extensions

- Each group can use a video recording device to capture their new dance. Groups then watch the video and discuss ideas for making their dances better and more entertaining.
- Make adjustments to enhance performance, and practice the line dance with the refinements. One student records ideas from the discussion.

## Refinements

Remind students that they can include new hand gestures; exaggerate steps or body movements; clap, snap, or stamp; or use sounds (e.g., yelps, shouts) to make the dance more expressive.

## Student Choices/Differentiation

- Students choose to be leader or design recorder or video recorder.
- Students can write steps down on poster board to remind them of the sequence as they practice.

## What to Look For

- All students are involved in refining the dances.
  - Students are working together to rehearse their dances.
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## Formal and Informal Assessments

- Self-assessments of dance by groups
- Exit slip: Do you think that your group takes your ideas seriously? Why or why not? (Embedded outcome: S4.H4.L2)

## Closure

- Explain the combinations of steps in today's dance.
- What steps are the same as other dances learned in this module?
- What has been your favorite dance so far?
- We have learned a number of different dances. Is it helping you in creating your group dances?

## Reflection

- Review exit slips to see if you need to focus on group communication and dynamics in future classes.
- Was this dance too simple for this time in the module?
- Were the groups working cooperatively while refining their line dances?
- Review student videos of their dances to check progress.

## Homework

- Review the Cotton-Eyed Joe video clip on the school's physical education website before next class.
- Practice your group dance on your own or with your group.

## Resources

Elliot, E. (2000, October 30). The train. Available: [www.pecentral.org](http://www.pecentral.org).

Internet key word search: "line dance," "The Train line dance," "creating line dances"