

LESSON 7: COTTON-EYED JOE

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)

Embedded Outcome

Physical activity knowledge: Discusses the benefits of a physically active lifestyle as it relates to college or career productivity. (S3.H1.L1)

Lesson Objectives

The learner will:

- demonstrate the steps of Cotton-Eyed Joe to the beat of the music.
- practice original line dance with the group.
- peer-assess a group dance.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended song: country version of “Cotton Eye Joe” without words

Introduction

How many of you have heard of the Cotton-Eyed Joe dance? Today, we will perform it a little differently from what you might have seen or performed in the past. We will dance in a straight line of six to eight students. Your hands will be placed on the shoulders of the student in front of you. You will use a step that you learned in other dances called the cha-cha. Do you remember how to cha-cha? [Let students practice the cha-cha step a few times.] We'll finish by recording your dances so that you can evaluate your progress. Let's start!

Instructional Task: Warm-Up

■ PRACTICE TASK

Perform the train as a warm-up.

Student Choices/Differentiation

Show a video clip to review steps.

What to Look For

- Steps are correct and arm motions are added.
- Students are all moving.

Instructional Task: Cotton-Eyed Joe

Sequence 1: Straight lines of six to eight, hands on shoulders of student in front. Cha-cha steps.

■ PRACTICE TASK

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

- Counts 1-2: Stomp right foot.
- Counts 3-4: Quick slide right left right to the right (the quick-slide steps are diagonal cha-cha steps).
- Counts 5-6: Stomp left foot.
- Counts 7-8: Quick slide left right left to the left.

Step 2: Repeat Step 1.

Extension

Practice with music.

Student Choices/Differentiation

- Place hands on the waist instead of the shoulders.
- Slow the tempo.

What to Look For

Students perform stomp and cha-cha steps to the correct counts.

Instructional Task: Cotton-Eyed Joe

Sequence 2: Cha-cha, change leader.

■ PRACTICE TASK

Step 3: Practice the sequence (16 counts) without music.

- Counts 1-16: Cha-cha steps, alternating right and left foot leading diagonally.
- Leader cha-chas to the back of the line, leaving a new leader at the front of the line.

Extensions

- Practice with music, combining all steps until students are successful.
- Instead of stomps, use heel kicks in count 1 and then step backward three quick steps for counts 2-4.
- Have students in side-by-side lines, hands on each other's shoulders.

Refinements

- Review cues: Stomp, stomp (heel kick), step together step.
- Hold arm above head while turning, and rotate forearm and wrist as if circling a lariat.

Student Choices/Differentiation

- Change leader when song is complete.
- Use small steps.
- Slow the tempo.

What to Look For

- There is sufficient spacing between students.
- Students are performing the steps in correct sequence to the rhythm of the music.
- Stomps are synchronized.

Instructional Task: Practice Evaluation

■ PRACTICE TASK

Watch a short line dance video and critique it. Have students use a rubric to critique the dance together. Guide them through this process.

Student Choices/Differentiation

Repeat the video as needed.

What to Look For

With your guidance, students critiqued the dance accurately.

Instructional Task: Line Dance Practice

■ PRACTICE TASK

Groups of four students practice their line dances, with refinements from the previous class.

Extension

Have students record their dances. Groups exchange videos and use the rubric to assess each other's performance.

EMBEDDED OUTCOME: S2.H2.L1. Have groups share feedback. Students then develop suggestions for improvement to implement in the next class.

Student Choices/Differentiation

- Students choose to lead or video record the group.
- Students use the rubric from the practice evaluation task to guide their refinements.

What to Look For

- All students are involved in refining the dances.
 - Students are giving feedback in a constructive way.
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Formal and Informal Assessments

Peer video assessments

Closure

- Did you have trouble with any step or combination of steps? Why or why not?
- What was the name of the step that we had used in previous dances? Explain how it is performed.
- Was this dance easier or more difficult than previous dances that you have learned? Why or why not?
- Could we perform this dance to different music?
- Was it difficult to dance in a straight line? Why or why not?
- How many of you have seen the movie *Men in Black*? In our next class, you will learn a dance based on that movie.

Reflection

- Did dancing in line make the dance easier or more difficult for students?
- Did they combine steps successfully?
- Review peer assessments.

Homework

- Review the video clip of the Men in Black dance on the school's physical education website.
- A few classes ago, we talked about how dance can contribute to physical health. Write a short reflection on how dance can contribute to other aspects of health and bring your reflection to our next class. (Embedded outcome: S3.H1.L1)

Resources

Candy, C. (2001, September 22). Cotton-eyed Joe. Available: www.pecentral.org.

Internet keyword search: "line dance," "cotton-eyed Joe line dance"