

LESSON 14: ELECTRIC SLIDE

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)

Engages in physical activity: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.L2)

Embedded Outcome

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

Lesson Objectives

The learner will:

- demonstrate the steps of the Electric Slide.
- recognize the connections among dances learned.
- plan a '60s dance for family, students, teachers, and staff.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended song: "Electric Boogie" by Marcia Griffiths
- Poster paper and markers

Introduction

We'll start planning our '60s sock hop today, but first, you will learn the electric slide. It's often performed at reunions and weddings, and I think you'll recognize it once I put the music on. So many people know this dance that you can learn it from others on the dance floor. We'll warm up with the '60s dances you researched for homework. Let's dance!

Instructional Task: Warm-Up

■ PRACTICE TASK

In groups of three or four, have students demonstrate one of the '60s dances they learned about while other students try it out. If two students found the same dance, they can demonstrate it together.

EMBEDDED OUTCOME: S4.H3.L2. Students will act as task leaders, demonstrating their dances and providing cues to others.

Student Choices/Differentiation

Students read the cues from a card or write them on poster paper for the group to see.

What to Look For

- Students are being respectful of the group leader.
- Students are using the cues to improve their performance.

Instructional Task: Electric Slide

Sequence 1: Grapevine with clap.

■ PRACTICE TASK

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

- Counts 1-4: Grapevine right.
 - Step to the right on your right foot.
 - Step your left foot in back of your right foot.
 - Step to the right on your right foot.
 - Close your left foot on the left side of your right foot, but don't put any weight on it because the left grapevine starts with the left foot.
 - Clap your hands once.
- Counts 5-8: Grapevine left.
 - Step your left foot to the left side.
 - Step your right foot behind your left foot.
 - Step to the left again.
 - Close your right foot on the right side of your left foot, but don't put your weight on it.
 - Clap your hands.

This step is just a review from previous dances.

Extension

Practice with music.

Student Choices/Differentiation

- Exaggerate the steps.
- Instead of steps, perform a turn.

What to Look For

- Grapevines right and left are balanced.
- Students show control throughout the steps.

Instructional Task: Electric Slide

Sequence 2: Walk, turn, and tap with quarter turn.

■ PRACTICE TASK

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

- Counts 1-4: Walk back.
 - Step to the back with your right foot.
 - Step to the back with your left foot.
 - Step to the back with your right foot.
 - Clap your hands.
- Counts 5-8: Step in place and turn.
 - Step forward onto your left foot while tapping your right foot.
 - Clap your hands once.
 - Step backward onto your right foot while tapping your left toe.
 - Clap your hands once.
 - Step forward onto your left foot while performing a quarter turn to the left.

- Your right foot is free to start over again from step 1.
- Repeat to all four walls.

Extensions

- Combine Steps 1 and 2.
- Add music and practice until students are successful.
- In the grapevine step, add a turn instead of steps.
- Dance with different music

Refinements

- Exaggerate the moves. Add a knee lift or jump kick to the turn.
- Review cues: Grapevine right, then left; back, step, tap, turn.

Guiding questions for students:

- What dances have you learned with similar steps?
- Are the combinations simple? Why or why not?

Student Choices/Differentiation

- Face the front wall only (no quarter turns).
- Instead of steps, perform a full turn.

What to Look For

- Transitions from walk, taps, and turns are smooth.
- Students can look up while performing the steps.

Instructional Task: Swinging '60s Dance

■ PRACTICE TASK

For the last class of our module, we will host a Swinging '60s Dance. Invite your family and other classes, teachers, and staff in the school to come and participate with us. For the dance, we will demonstrate a few '60s dances and line dances and then have the audience join us. So, you will demonstrate and help teach others. I will give you an invitation to take home with you today so your family members can plan ahead if they want to attend. Let's form groups of five or six and then brainstorm about what we will need in order to put on a good dance. Have someone in your group record your ideas on poster paper.

Guiding questions for students:

- Which '60s dances would you like to demonstrate and teach (pick three or four)? Why?
- Which line dances would you like to do (pick two or three)? Why?
- Do we need any costumes or props? If so, what?
- Would you like to decorate the gym, and if so, what ideas do you have?

Extensions

- Have groups share ideas with the whole class. The class can then make decisions about which dances they will use and whether they want to add costumes, props, and decorations.
- You could host this event as an after-school program and open it to the whole school or community.

Student Choices/Differentiation

- Students choose their groups.
- Students volunteer to share the group's ideas with the whole class.

What to Look For

- All students are contributing to the discussion.
 - Group members are receptive of others' ideas.
 - Students are considering a good mixture of dances.
 - Students are enthusiastic about doing the extras to take the dance to the next level.
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Formal and Informal Assessments

Brainstorming ideas

Closure

- Was the electric slide familiar to you?
- At what events have you performed this dance?
- What steps seemed familiar? In what other dances have you performed similar steps?
- In our next class, you'll learn another familiar dance that is performed at weddings and family reunions—the cupid shuffle. We'll also finalize our dance plans.

Reflection

- What did students enjoy about the dance?
- What connections did students make between dances, if any?
- Were they excited about planning the dance?
- Review brainstorming ideas for discussion in the next class.

Homework

- Be sure to give the invitation to your family.
- Review the cupid shuffle on the school's physical education website to be ready for our next class.

Resources

Internet keyword search: "electric slide"