

## LESSON 5: 5, 6, 7, 8 LINE DANCE

### 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)

**Working with others:** Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

#### Embedded Outcomes

**Rules & etiquette:** Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

**Health:** Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

### Lesson Objectives

The learner will:

- grapevine, step diagonally, and perform combinations using left and right movements.
- demonstrate the steps for the 5, 6, 7, 8 dance to music.
- refine the design of his or her group's line dance sequence using effective communication skills.
- practice an original line dance with the group.

### Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended music: "5, 6, 7, 8" by Steps
- Paper and pencils for dance design

### Introduction

*Today's dance is called the 5, 6, 7, 8 line dance. It consists of the grapevine, diagonal steps, hand combinations, step backs, and jumps. Some moves may be familiar. We will warm up with the Shortenin' Bread Shuffle. Let's get moving.*

## Instructional Task: Warm-Up

### ■ PRACTICE TASK

Review the dance Shortenin' Bread Shuffle as a warm-up.

### Student Choices/Differentiation

Show a video clip to review steps.

### What to Look For

- Students remember the steps.
- Students are enjoying the movements.

## Instructional Task: 5, 6, 7, 8

Sequence 1: Grapevine left and right.

### ■ PRACTICE TASK

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

- Counts 1-4: Grapevine to the right (step with right foot to the right side, left foot steps behind the right; step right foot to the side, and left foot closes beside the right).
- Counts 5-8: Grapevine to the left (step with left foot to the left side, right foot steps behind the left; step left foot to the side, and right foot closes beside the left).

### Extension

Practice with music.

### Student Choices/Differentiation

Change to step together, step to the side.

### What to Look For

- Students are able to do the grapevine to the rhythm of the music.
- Use a checklist of steps when students perform the entire dance to music.

## Instructional Task: 5, 6, 7, 8

Sequence 2: Diagonal steps right and left.

### ■ PRACTICE TASK

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

- Counts 1-8: Step with right foot diagonally to the front. Close with left foot. Step with left foot diagonally to the front. Close with right foot. (4 counts)
- Repeat sequence. (4 counts)

At the same time, hands do a pumping action during these 8 counts: As you step, arms are straight at the sides. As you close, bend elbows so fists are at shoulders.

### Extensions

- Practice with music.
- Combine Steps 1 and 2 with music.

### Student Choices/Differentiation

Students can move feet only or hands only.

### What to Look For

- Movements of the hands and feet are coordinated.
- Students are moving to the rhythm of the music.

## Instructional Task: 5, 6, 7, 8

Sequence 3: Right and left hand combination.

### ■ PRACTICE TASK

Step 3: Practice the sequence (8 counts) without music; stand in place while performing.

- Counts 1-8:
  - Move right hand to right hip. Move left hand to left hip. (2 counts)
  - Move right hand to right back pocket. Move left hand to left back pocket. (2 counts) Clap two times. (2 counts)
  - Point to head with both hands. Bend right knee and point to right foot with both hands. (2 counts)

## Extensions

- Practice with music.
- Combine Steps 1, 2, and 3 with music.

## Student Choices/Differentiation

- Slow the tempo.
- Students may review a video clip of the dance.

## What to Look For

Students are on cue when the singers say “head” (pointing to head) and “toe” (pointing to right foot).

## Instructional Task: 5, 6, 7, 8

Sequence 4: Step back right and left. Add jumps.

### ■ PRACTICE TASK

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

- Counts 1-4: Take four steps backward—right, left, right, left.
- Counts 5-8: Jump in place four times.

## Extensions

- Practice this step with music.
- Combine Step 4 with Steps 1, 2, and 3 to music until students are successful.
- Celebrate with music. Cue up the song. There is a short introduction to the song. Begin after “5, 6, 7, 8” is sung. Combine all four steps. Repeat until the end of the song.
- Have students take their heart rates at the end of the dance.

## Refinements

- Review cues: Right back right close, left back left close, diagonal right left, hip hip pocket, pocket head knee.
- Remind students to get low on diagonal steps.
- Exaggerate the arm motion used to point to the toe.

**EMBEDDED OUTCOME: S.4.H2.L.1.** The complexity and speed of the dance make it important for students to work together. Provide students with phrases they might use to help peers who are having difficulty keeping up with the steps or the tempo so they can provide support in a respectful manner.

## Student Choices/Differentiation

- Slow steps down to half time.
- Have the Boot Scootin’ Boogie line dance moves on a sheet of paper. Let those who are successful change to new steps to the same music.

## What to Look For

- Students are jumping when “5, 6, 7, 8” is sung.
- Students are successfully combining the four steps.
- Students are moving to the rhythm of the music.

## Instructional Task

Groups of four gather for line dance design and practice.

### ■ PRACTICE TASK

Students finish the design of their dances using the suggestions they came up with for homework. Students then begin practicing their dances.

### Extension

Distribute a rubric for communication skills and collaboration. Have students self-assess how well they demonstrated these skills during the design phase of the dance.

### Student Choices/Differentiation

- Students can volunteer to record.
- Students choose the movements in the dance.

### What to Look For

- All students are involved in refining the design.
- Students are comfortable trying out the steps and movements in front of their groups.

## Formal and Informal Assessments

Self-assessment of communication skills using rubric

### Closure

- What are the movements included in this dance?
- Was it difficult to keep up with the rhythm of the music?
- Were you surprised by your heart rate at the end of the dance?
- What does your heart rate tell you about dance as a physical activity and how it can contribute to cardiorespiratory health? (Embedded outcome: S5.H1.L1)
- What other aspects of health-related fitness are improved through dance?

### Reflection

- Were students enjoying the dances?
- Could students keep up to the rhythm of the music?
- Was there enough time for students to practice the movements?
- Were students encouraging each other while learning the dances?
- Review self-assessments.

### Homework

Review the video clip of our next dance, The Train, on the school's physical education website to get ready for next class.

### Resources

Compton, C. (2009, May 30). 5, 6, 7, 8 line dance. Available: [www.pecentral.org/lessonideas/ViewLesson.asp?ID=589#VtYO84v2boo](http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=589#VtYO84v2boo)

Internet search terms: "5,6, 7, 8 line dance," "designing line dances"