

LESSON 12: LINE DANCE SHOWCASE

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

Embedded Outcomes

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

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

Lesson Objectives

The learner will:

- share the dance designed by his or her group in class.
- teach his or her group's dance to the class.
- critique all the new dances designed by peers.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Showcase music selection

Introduction

Today is our Line Dance Showcase, and you are the teachers. First, you'll perform your dance while your peers evaluate it and tape it. Then, with the remaining time, you'll have a chance to teach your dance to your peers. Let's warm up and get to it!

Instructional Task: Warm-Up

■ PRACTICE TASK

Warm up to a short version of the Bus Stop.

Student Choices/Differentiation

Show a video clip to review steps.

What to Look For

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

Instructional Task: Presenting the Dances

■ PRACTICE TASK

During the performance, students rotate through different roles. One group is responsible for recording the performing group. Another group evaluates the performance using the rubric given in Lesson 4. The other groups act as a supportive audience and applaud after each group performs.

After each group, debrief the class.

EMBEDDED OUTCOME: S5.H3.L1. Remind students that the performance is not just about remembering the sequence; rather, they want to be expressive in their movements and use their props and costumes to make their sequence special.

Guiding questions for students:

- Which movements are being used that were learned previously?
- What unique movement was added?
- Did the dance have clear transitions for facing different walls?
- Were the dancers expressive with their movements?
- What did the costumes and props add to the performance?

Student Choices/Differentiation

- Use a drum beat or hand clap to emphasize the beat for any students with a hearing impairment.
- Groups may use a poster with their step sequence on it to help keep everyone on track.

What to Look For

- Students are cooperating with each other in all groups.
- Steps and movements are synchronized.

Instructional Task: Teaching the Group Dances

■ PRACTICE TASK

After the showcase performances, each group has the opportunity to teach the other groups its dance.

EMBEDDED OUTCOME: S4.H3.L1. While demonstrating and teaching the dance to other groups, students must use effective communication skills to help others learn the dance. Provide feedback about how well they are demonstrating and providing cues to peers.

Student Choices/Differentiation

Use a drum beat or hand clap to emphasize the beat for any students with a hearing impairment or just having difficulty with the rhythm.

What to Look For

- All group members have a part in teaching their dance.
 - Students are cooperating with each other in all groups.
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Formal and Informal Assessments

- Peer assessments
- Formal video assessment by teacher

Closure

- Awesome job today! You really impressed me with your dances!

- What were your favorite dances?
- Was it easy or difficult to critique your peers? Why or why not?
- Next class, we're going to mix it up by learning some swinging '60s dances. Be sure to check out the school's physical education website to see what you're getting into.

Reflection

- Were students successful at creating dances?
- Did they share the responsibilities of designing and teaching?
- Evaluate videoed performances.

Homework

Review '60s dances on the school's physical education website.

Resources

Scholz, C. (2008, January 26). Create a dance. Available: www.pecentral.org