

LESSON 8: MEN IN BLACK

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)

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

Embedded Outcome

Physical activity knowledge: Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Lesson Objectives

The learner will:

- coordinate the moves of the Men in Black dance to the words in the song.
- explain the steps of the dance.
- refine and practice an original line dance using feedback from a previous class.
- discuss how dance can play a role in a physically active lifestyle in college or a career.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended music: “Men in Black” by Will Smith

Introduction

Today, you will learn a dance that has the same name as a popular movie: Men in Black. The song will tell you when you are to perform certain dance moves. You might find some of the combinations of body-part movements difficult, but with practice, you'll be able to do it. Let's start by talking about your homework assignment.

Instructional Task: Benefits of Dancing

■ PRACTICE TASK

In pairs, students share their ideas about how dancing can contribute to aspects of health other than physical.

Guiding questions for students:

- What benefits does dancing provide besides enhancing your physical health? (Answers: improving one's sense of well-being, providing a means of self-expression, providing opportunities for social interaction, and so on)
- In what ways does dancing contribute to a physically active lifestyle?
- How can you incorporate dancing into your lifestyle during your college years or once you're in the workforce?

Student Choices/Differentiation

- Students may write ideas on poster paper.
- Students choose their partners.

What to Look For

- All students are contributing.
- Students are thinking beyond the physical health–related benefits of dancing.

Instructional Task: Warm-Up

■ PRACTICE TASK

Warm up with the dance cotton eye Joe.

Student Choices/Differentiation

Show a video clip to review steps.

What to Look For

- All students are becoming winded.
- Students are able to remember the sequence.

Instructional Task: Men in Black (Elliott, 2000)

Sequence 1: Sidesteps, bounces, diagonal slides with fist pumps alternating.

■ PRACTICE TASK

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

- Counts 1-4: Step to the right two times and clap on fourth count.
- Counts 5-8: Step to the left two times and clap on fourth count.

Step 2: Counts 1-8: Bounce with arms out and feet together.

Step 3: Counts 1-8: Slide diagonally, right to left, then left to right. Repeat. Make a fist with hands and alternate pumping up and down.

Extension

Combine Steps 1 to 3 and then add music.

Student Choices/Differentiation

Simplify by walking forward four counts instead to the side.

What to Look For

Students move to the rhythm of the music.

Instructional Task: Men in Black

Sequence 2: Jazz square and quarter turns with head bobs.

■ PRACTICE TASK

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

- Counts 1-2: Step right foot behind left, cross left foot over right, and step on right.
- Counts 3-4: Step left foot behind right, cross right foot over left, and step on left.
- Counts 5-6: Step right foot behind left, cross left foot over right, and step on right.
- Counts 7-8: Step left foot behind right, cross right foot over left, and step on left.

Step 5: Practice the sequence (8 counts) without music.

- Counts 1-4: Step four steps in place while bobbing head forward and backward, making quarter turn to the right.
- Counts 5-8: Freeze on counts 5, 6, 7 and clap twice on 8.

Extensions

- Practice all steps together.
- Add music and practice until students are successful.
- Reverse the right and left moves.

Refinements

- Review cues: As the song plays, bounce to the word “bounce,” slide to the words “slide with me,” walk to the words “walk with me,” use neck bobs to the words “neck work,” and freeze with hands in the air to the word “freeze.”
- Exaggerate the steps.
- Step on right foot behind left; left foot crosses over.

Student Choices/Differentiation

- Step in place for 8 counts instead of the crossover sequence.
- Leave out the head bob.
- Slow the tempo.

What to Look For

- Students are able to perform jazz square and quarter turns.
- Students' movements are matching the words of the song.

Instructional Task: Line Dance Practice

■ PRACTICE TASK

Groups of four practice their dances, incorporating suggestions from the video analysis in the previous class. One student leads the dance in each group.

Extension

Ask students to add criteria such as the following:

- A half-time and/or double-time element
- A level change
- A sound-making element (e.g., snaps, claps, stamps)
- A specific number of counts used while facing each wall

Student Choices/Differentiation

- Students may review the video clip from last class.
- Students choose to be leaders.

What to Look For

- All students are involved in implementing suggestions.
- Over time, each group member volunteers to lead.

Formal and Informal Assessments

Exit slip: In what ways did the video analysis from our previous class help you in your practice task?

Closure

- What moves made this dance easy or difficult?
- Which, if any, dance moves did you not know how to do?
- Which moves, if any, were difficult to combine?
- In our next class, you'll learn a new dance called Rock It.

Reflection

- Were any of the movement combinations difficult?
- Did students appear to be enjoying the dance?
- How could I have made the dance easier or more difficult?
- Did I adjust the dance for those who needed it?
- Review student reflections.

Homework

- Review the video clip of the Rock It line dance on the school's physical education website.
- Research opportunities for line dancing or other forms of dancing in the local area. Find out how much it costs to participate and what is required to join. (Embedded outcome: S3.H4.L1)

Resources

Elliott, E. (2000, October 30). Men in black. Available: www.pecentral.org.
Internet keyword search: "Men in Black line dance," "line dancing"