

LESSON 1: HAND JIVE AND MACARENA

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)

Embedded Outcome

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:

- demonstrate the movements for the Hand Jive using both right and left hands and arms.
- demonstrate the movements for the Macarena using both right and left hands and arms.
- compare the hand and arm movements used in the two dances.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended music: “Born to Hand Jive” and “The Macarena”

Introduction

Today, we'll start a new module on line dance. It will be a lot of fun and a great memory challenge because you will have to remember the sequence of dance steps. Any form of dance is a great way to be physically active throughout your whole life. Each day, you will warm up using the dance that you learned from the day before. Later in the module, you will work in small groups to design and practice your own line dance, which you will perform at the end of the module in the Line Dance Showcase! Today's two dances, Hand Jive and the Macarena, are the simplest of all the dances to learn. To warm up, we'll do some wall push-ups and "raise the ceiling" moves to get our upper bodies ready for the dances. Get ready to move!

Instructional Task:

Hand Jive Hand, Arm, and Body Movements

■ PRACTICE TASK

This dance uses 16 counts. Practice the sequence without music.

- Counts 1-2: Pat your hands on your knees or thighs two times.
- Counts 3-4: Clap your hands two times.
- Counts 5-6: Crisscross your hands, right hand above.
- Counts 7-8: Crisscross your hands, right hand below.
- Counts 9-10: Making two fists, hit your hands together twice with the right hand on top.
- Counts 11-12: Making two fists, hit your hands together twice with the left hand on top.
- Counts 13-14: Make a thumb's-up sign with your right hand and point backwards over your right shoulder twice, as if you were hitchhiking.
- Counts 15-16: Make a thumb's-up sign with your left hand and point backwards over your left shoulder twice, as if you were hitchhiking.

Extensions

- Repeat all steps with music until students are successful.
- Have students assess each other on the sequence of moves using a checklist.

Refinement

- Repeat the sequence, exaggerating movements and focusing on expressiveness.

Student Choices/Differentiation

- Students may perform the movements at a slower time.
- Students may review the sequence on video.

What to Look For

- All hand and arm movements are performed to the rhythm of the music.
- Students are performing the movements on the correct count.

Instructional Task: Macarena Hand, Arm, and Body Movements

■ PRACTICE TASK

This dance is a four-wall line dance using 16 counts. Practice the sequence without music.

- Count 1: Place right arm out in front, palm down.
- Count 2: Place left arm out in front, palm down.
- Count 3: Turn right hand palm up.
- Count 4: Turn left hand palm up.
- Count 5: Move right hand to left upper arm.
- Count 6: Move left hand to right upper arm.
- Count 7: Place right hand behind head.
- Count 8: Place left hand behind head.
- Count 9: Move right hand to left hip.
- Count 10: Move left hand to right hip.
- Count 11: Move right hand to right upper glute.
- Count 12: Move left hand to left upper glute.
- Count 13: Leave hands on upper glutes and wiggle and sway.
- Count 14: Repeat.
- Count 15: Repeat.
- Count 16: Make a quarter turn to the left.

Extensions

- Perform the entire dance to all four walls with music.
- Repeat until students are successful.

Refinements

- Review cues: Right down, left down; right up, left up; shoulders; right, left; cross; right, left; wiggle only.
- Repeat, encouraging students to focus on expressiveness.

EMBEDDED OUTCOME: S5.H3.L1 Use this task to discuss the opportunities for self-expression afforded by dance. Ask students to provide examples of how they can personalize the dance.

Student Choices/Differentiation

- Slow down the music and movements.
- Challenge skilled students by adding to hand and arm moves.

What to Look For

All hand and arm movements are performed to the correct count of the music.

Formal and Informal Assessments

Exit slip: What was the most difficult part of learning the dances?

Closure

- Can you explain the differences between the two dances you learned today? How do the hand movements compare?
- Which dance was the most enjoyable to learn?
- Tomorrow you will be learning a new dance with larger moves: the Zydeco Bounce.

Reflection

- Could students remember the sequencing of both dances?
- Could students keep to the rhythm of each song? Were they too slow or too fast?
- Were students encouraging each other while learning the dances?

Homework

- Review the Hand Jive and Macarena video clips on the school's physical education website. Practice with friends or family.
- Preview the Zydeco Bounce on the website for next class.

Resources

Internet keyword search: "Hand Jive," "Macarena"