

LESSON 9: ROCK IT 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)

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)

Embedded Outcome

Physical activity knowledge: Applies rates of perceived exertion and pacing. (S3.H3.L2)

Lesson Objectives

The learner will:

- combine all steps of the Rock It line dance, moving to the rhythm.
- describe the different steps of the dance and identify the steps that relate to other dances learned in previous lessons.
- practice and refine an original line dance with a group.
- discuss local opportunities for dancing.
- identify the benefits of having various opportunities for dancing in the local area.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Recommended music: “Baby Likes to Rock It” by the Tractors
- Checklist for dance steps
- Pencils
- RPE charts

Introduction

Does anyone know the names of any famous rock and roll singers from this area? Today, you will learn the Rock It line dance, and “rock it” is exactly what we will do. Some steps will be familiar to you and some will be new. First, though, let’s talk about what you learned about opportunities for dancing in our community.

Instructional Task: Dance in the Local Community

■ PRACTICE TASK

Place students in small groups to share their information from the homework assignment.

One student from each group records responses to the following questions:

- What opportunities for dancing exist in our local area?
- Who can participate?
- Is there a cost?
- What are the benefits of each opportunity (e.g., health, social interaction)?

One student from each group shares the information with the class.

Student Choices/Differentiation

- Students choose their groups.
- Students may volunteer to share with the class.

What to Look For

- Students are prepared with information.
- All students are contributing.

Instructional Task: Warm-Up

■ PRACTICE TASK

Perform the dance Men in Black as a warm-up.

Student Choices/Differentiation

Show a video clip to review steps.

What to Look For

Students are warming up properly.

Instructional Task: Rock It (Elliott, 2000)

Sequence 1: Heel twist right and left, cha-cha, and pivots like in basketball.

■ PRACTICE TASK

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

- Counts 1-2: Heel twists to right.
- Counts 3-4: Heel twists to left.
- Counts 5-8: Alternate right left right left.

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

- Counts 1-8: Step back four steps right left right left.
- Two counts each with claps.

Step 3: Practice the sequence (8 counts) without music.

- Counts 1-2: Right forward cha-cha.
- Counts 3-4: Step left foot forward and pivot half turn to right.
- Counts 5-6: Left forward cha-cha.
- Counts 7-8: Step right foot forward and pivot half turn to left.

Extensions

- Practice Steps 1 to 3 together.
- Practice with music until students are successful.

Student Choices/Differentiation

Do heel touches instead of twists.

What to Look For

- Students maintain balance during heel twists.
- Students maintain balance during pivots.
- Students use the correct rhythm on the cha-cha right and left.

Instructional Task: Rock It

Sequence 2: Jazz square and grapevine.

■ PRACTICE TASK

Practice the sequences without music.

Step 4 (8 counts):

- Counts 1-8: Jazz square.

Step 5 (8 counts):

- Counts 1-4: Grapevine right.
- Counts 5-8: Grapevine left and half turn to left on count 8 to face back wall.

Step 6 (4 counts):

- Counts 1-4: Grapevine right.

Extensions

- Repeat entire dance with music until students are successful.
- Add four more counts so that dance ends on an eight count.
- Have students complete a peer assessment using a checklist of steps and step combinations.
- Have students record their rate of perceived exertion (RPE) estimates at the end of the dance.

Refinements

- Review cues: Alternate, pivot, jazz square.
- Have students exaggerate heel twists.

Student Choices/Differentiation

- Step in place and perform sidesteps instead of jazz squares.
- Slow the tempo.

What to Look For

- Students can combine jazz square and grapevine to the rhythm of the music.
- Students are getting the feel of the music.

Instructional Task: Line Dance Practice

■ PRACTICE TASK

Groups of four practice their dances, with one student from each group organizing the practice.

EMBEDDED OUTCOME: S3.H3.12. Have students record their RPE estimates at the end of the dance. Compare the intensity of their dance with the RPE at the end of Rock It. Ask them how they can vary the aerobic intensity of line dance.

Extension

Have groups discuss how they might use costumes or props to enhance their dance.

Student Choices/Differentiation

Students may choose to be the task leader.

What to Look For

- All students are involved in rehearsing the dance.
- Task leaders are able to keep the groups organized and on task.
- Group members are making an effort to follow the suggestions of their leader.

Formal and Informal Assessments

- Peer assessments with checklist
- RPE estimates

Closure

- How did this dance relate to other dances that you have learned?
- What is a jazz square?
- What is a pivot, and how does it relate to sport?
- On what count did this dance end? How does that make this dance different from the other dances that you have learned?
- In our next class, you will take a quiz on the dances and steps that you've learned so far, so review before you come to class.

Reflection

- Did any step confuse students? Did I have to adjust the steps?
- Did students connect the pivot to the sport of basketball or other invasion games?
- Are students still enjoying the dances?
- Review checklists from the peer assessment.

Homework

- Review for the quiz next class, and practice your line dance on your own or with your group.
- Bring any costumes or props that you want to introduce to our next class.
- Check out the next dance—the Hustle—on the school's physical education website.

Resources

Elliott, E. (2000, October 30). Rock it. Available: www.pecentral.org.
Internet keyword search: "rock it line dance," "line dancing"