

LESSON 16: SWINGING '60S 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)

Engages in physical activity: Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event). (S3.H6.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 Outcome

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

Lesson Objectives

The learner will:

- participate in the dance event.
- play a selected role in leading the dance event.
- perform selected dances for the event.

Equipment and Materials

- Computer, MP3 player, or CD and CD player
- Selection of swinging '60s dance music
- Costumes and props as needed

Introduction

Today is our Swinging '60s Dance, and you are the event leaders. Is everyone ready? Let's go greet our audience!

Instructional Task: Dance Event

■ PRACTICE TASK

Have the dance directors greet the audience and introduce the performers.

Start the selected '60s dances. The first one should be easy to double as a warm-up.

The student dance leaders demonstrate each dance, and then the dance coaches draw audience members into the dances. Repeat with the rest of the dances.

Students then demonstrate one sequence of the first line dance and have audience participants join in. Repeat with the second line dance.

If time permits, take requests from students and the audience.

EMBEDDED OUTCOME: S4.H3.L1 While performing their roles, students will use effective communication skills to help others get involved and learn the dance. Provide cues as well as feedback about how well they are demonstrating.

Student Choices/Differentiation

Students selected their roles in the previous lesson.

What to Look For

- Students are performing dance steps and sequences correctly.
- Students are confident and using expressive movements.

Instructional Task: Celebration

■ PRACTICE TASK

If possible, have refreshments available for the end of the dance so students and audience members can socialize. Run a video in the background of the line dances the students created and performed.

Student Choices/Differentiation

Students can mingle with their partners.

What to Look For

Students are interacting with families and other students.

Formal and Informal Assessments

Exit slip: What was the most important thing you learned in this dance module?

Closure

- I hope you all had fun at the Swinging '60s Dance and that you will keep dancing now that the module is over.
- What were your favorite dances in the module?
- Remember, you will need to select a new module before you come to class next time.

Reflection

- Were students successful at leading others in the dance event?
- Review exit slips.
- What went well in this module?
- Is there anything I should do differently next time?

Homework

Review the next module choices on the school's physical education website, and be ready to start your new choice next class.

Resources

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