

LESSON 8: PRESENTATION DAY

Grade-Level Outcomes

Primary Outcome

Dance & rhythms: Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6)

Embedded Outcome

Accepting feedback: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

Lesson Objectives

The learner will:

- review and perform the basic swing step, single turn, follower's underarm turn, leader's underarm turn, barrel roll, and double face loop in various combinations.
- work cooperatively in a self-directed learning activity.
- create an original dance phrase.
- perform this original dance phrase.
- demonstrate appropriate audience behavior while observing a dance performance.

Equipment and Materials

- Cards with short (two or three moves) dance phrases for you to read aloud
- Swing dance music
- Music-playing device
- Swing dance videos or printed directions for swing dance moves
- Paper and pencils

Introduction

After our quiz today, you will have the opportunity to explore some self-directed learning to acquire a new swing dance skill. You then will combine your new learning with the moves we have practiced to create a swing dance combination.

Instructional Task: Quiz

■ PRACTICE TASK

Teacher-generated quiz on terminology and dance steps

Student Choices/Differentiation

Allow extra time if needed or give in a take-home format.

What to Look For

- Students can identify the differences between the waltz and swing dances.
- Students know the names of the steps.
- Students can identify proper dance etiquette.

Instructional Task: Review Basic Swing Step, Single Turn, Follower's Underarm Turn, Leader's Underarm Turn, Barrel Roll, and Double Face Loop

■ PRACTICE TASK

Working in partners, students perform a short dance phrase as requested aloud by the teacher.

Students request and accept the dance.

Verbalize a short dance phrase (e.g., “basic, barrel roll, single turn, repeat”). Give students a short time to discuss and practice with partners.

When music begins, students perform the dance phrase.

Repeat with different dance phrases.

Students should rotate partners with each new dance.

Refinement

Encourage students to talk to each other during the brief practice. At this point, they should not be counting aloud during the dance. Steps should be automatic.

Student Choices/Differentiation

- Choose partner.
- Review video clips of step combinations.

What to Look For

- Students maintain footwork, with proper weight change for each step.
- Partners move in unison, with focus and concentration on the dance and their partners.
- Students transition smoothly from one move to the next while maintaining footwork.
- Students use correct rhythm and pattern.

Instructional Task: Students Select a Swing Dance Move to Learn

■ PRACTICE TASK

Working in small groups of two to four, students observe and review teacher-selected videos or instructional diagrams of new swing dance moves.

The groups that you are in are going to be your performance groups. Today, your group will look at some swing dance moves that we have not done before. Your group selects one new move, and together, you learn and practice that move.

Once you have learned that move, your group incorporates it into a dance phrase that includes at least four other moves that we have learned in class. Try several different combinations before you determine your phrase. You should write down your dance sequence as a reminder for your practice sessions.

The dance that you create will be shared with the class, and we will have the opportunity to celebrate your work.

Play swing dance music as students work together and practice.

Allow as much time as necessary for groups to complete this work.

Extension

You can extend student learning into homework. You could post videos and instructional materials on the school's website, share or post them in classrooms, and make them available during other times throughout the day (recess, study hall, after school).

Student Choices/Differentiation

- Students should acknowledge skill challenges of partners in their group and work accordingly.
- Assignment may be altered to include fewer moves in the combination, or alternating each move with a basic step, as needed.
- Groups may choose to learn more than one new move.
- Students might need to post their written dance phrase on the wall as a reminder of the sequence as they practice.

What to Look For

- All group members participate in the process.
- Group members take turns listening and offering input.
- Students work together in a supportive way to learn the new dance move.
- Dance phrases are written using appropriate dance vocabulary.

Instructional Task: Presentation of Dance

■ PRACTICE TASK

Students perform their original dance phrase for classmates.

Divide the class in half, with one half performing while the other half is the audience. After audience feedback, groups switch.

Before beginning, remind students of expectations for performers and guiding questions for the audience to consider.

Performers

- As music starts, leaders request the dance, followers accept; partners move together to an open space on the floor and begin their dance, repeating their phrase until the music ends.
- Students focus on the dance and their partners throughout the performance.
- Dance should be performed with energy and confidence.

EMBEDDED OUTCOME: S4.M3.7. Students provide corrective feedback to peers using the following prompts.

Audience

- Which group executed its dance with particular skill and style? Describe what you observed.
- What did you see that was unique?
- Which group performed with observable positive energy and enthusiasm?

Make sure that students are using appropriate tone and other communication skills.

Extension

Before students perform, go over peer and teacher formal assessment.

Refinement

If possible, record student performances so they can view their dance for self-assessment.

Student Choices/Differentiation

Students can teach other groups their dance phrase.

What to Look For

- Students create sequences that combine four previously learned swing steps with new learning.
- All students in each group are able to perform the dance sequence.
- Students maintain focus on the dance and partners during the performance.
- Students interact with partners in a positive and supportive way while dancing.
- Audience members demonstrate appropriate behavior, watching and discussing the performance in a constructive and supportive way.

Formal and Informal Assessments

Peer assessments and formal presentation assessments

Closure

- How did you choose your moves?
- How did you choose the order of your moves?
- Were some moves bigger than others?
- Was there a different speed or force of movement for some of the moves?

This is our last social dance lesson for this module. I hope you feel more confident in your dance steps and have come to appreciate what a great lifelong physical activity this is.

Reflection

- What specific moves did the students do well? Which moves might I have spent more time teaching?
- Did students perform as expected?
- What would I change, add, or delete from this teaching progression?

Homework

Review the next module on the school's physical education website.

Resources

- Harris, J., Pittman, A., Waller, M., & Dark, C. (2008). *Dance a while: Handbook for folk, square, contra, and social dance*. Boston: Allyn & Bacon.
- Kassing, G. (2014). *Discovering dance*. Champaign, IL: Human Kinetics.
- Wright, J. (2013). *Social dance: Steps to success*. 3rd ed. Champaign, IL: Human Kinetics.
- Internet keyword search: "swing dance combinations," "swing dance moves," "east coast swing dance moves," "triple step swing dance moves"