

## LESSON 6: CLAP DANCE

### Grade-Level Outcomes

#### Primary Outcome

**Dance & rhythms:** Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)

#### Embedded Outcomes

**Working with others:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

**Self-expression & enjoyment:** Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)

### Lesson Objectives

The learner will:

- demonstrate clapping, galloping, and changing directions using correct rhythm, agility, coordination, and reaction time.
- demonstrate smooth transitions.
- become familiar with dance terms (e.g., line of dance, reverse line of dance).

### Equipment and Materials

- Music for clap dance
- Music-playing device

### Introduction

*What country are we visiting today? What are some of the popular dishes that you found? Did anyone make a dish from Germany?*

Show students where Germany is on a map and the country's flag. You could also work with the history teacher to pair this dance with discussion about historical and current German events in the classroom.

## Instructional Task: Beginning Steps to German Clap Dance

### ■ PRACTICE TASK

Formation: A double circle, facing a partner. Traditionally, the male is on the inside, with the female facing her partner. However, as long as students know who is the inside and outside person, pair students as appropriate.

#### Part 1

- Count 1: Slap your thighs.
- Count 2: Clap your hands.
- Count 3: Clap your partner's right hand (to right hand).
- Count 4: Slap your thighs.
- Count 5: Clap your hands.
- Count 6: Clap your partner's left hand (to left hand).
- Count 7: Slap your thighs.
- Count 8: Clap your hands.
- Count 9: Clap your partner's hand with your right hand.

Count 10: Clap your partner's hand with your left hand.

Count 11: Slap your thighs.

Count 12: Clap your hands.

Count 13: Slap both your partner's hands.

### Cue

Slap, clap, right

Slap, clap, left

Slap, clap, right, left

Slap, clap, together

Repeat the sequence, but instead of clapping with a partner, shake the index finger of that hand at your partner.

### Cue

Slap, clap, shake (right)

Slap, clap, shake (left)

Slap, clap, shake, shake (right, left)

Slap, clap, shake (both hands)

### Extensions

- Have students learn the clapping sequence without contact with their partners until you see that they have it. Then, add the physical contact.
- Start slow, and increase speed as students start to master the dance moves.

### Student Choices/Differentiation

Have the students recite the clapping sequence as they do the dance.

### What to Look For

- Students are respecting their partners by safely clapping with each other.
- Students are maintaining control during the dance.
- Students are remembering the correct clapping sequence.

## Instructional Task: Part 2 of Dance

### ■ PRACTICE TASK

Part 2: Gallops in line of dance (LOD) with partner in loose ballroom hold

*With the inside person's left foot and the outside person's right foot, gallop forward for seven counts.*

*On count eight, stop and prepare to repeat reverse line of dance (RLOD) clockwise (back where you just came from).*

*Stop on count eight again, to prepare galloping forward for another seven counts.*

*Stop on count eight, and inside person moves forward to the next person and gallops forward for a total of eight counts.*

### Cue

Gallop-2 & 3 & 4 & 5 & 6 & 7, stop

Back & 2 & 3 & 4 & 5 & 6 & 7, stop

Forward 2 & 3 & 4 & 5 & 6 & 7, stop

New partner 2 & 3 & 4 & 5 & 6 & 7, stop

Students repeat the dance from the top with their new partners.

## Refinement

Make sure that students are using the correct footwork during transitions.

## Extensions

- Speed up the steps
- Once students have mastered this part, combine parts 1 and 2, with no music.

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**EMBEDDED OUTCOME: S4.M4.6.** Not all students are the same. Discuss with students how accepting differences among classmates in physical development, maturation, and varying skill levels by providing encouragement is important. Students also should use positive feedback to encourage others, when needed.

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## Student Choices/Differentiation

As students dance, have them help each other make smooth transitions (forward, back, forward, forward) by counting out the cue.

## What to Look For

- Students stay on beat.
- Transitions are efficient from one part to the next.
- Students demonstrate respect for the partner every time they change to a new partner.

## Instructional Task: Perform Total Dance

### ■ PRACTICE TASK

Perform entire dance without music.

When students have mastered the steps without music, add music.

## Guiding questions for students:

- When you clap or point with your partner, which side is first?
- What are common elements of this song that make you think about Germany?

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**EMBEDDED OUTCOMES: S5.M4.6 AND S5.M5.6.** Discuss with students how moving competently and with self-expression in dance are important tools for creating enjoyment and improving overall health.

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## Guiding questions for students:

- What are some things you are good at?
- Do you feel you can perform the skills correctly?
- In dance, when you know the steps and can perform the folk dance like the dancers from that particular culture, how does that make you feel? Do you feel enjoyment?
- Do you think people who dance (especially using folk dances) express themselves? How?
- How are self-expression and physical activity related?

## Student Choices/Differentiation

Students may practice steps to the side with or without music, if needed.

## What to Look For

- Students perform all steps correctly.
  - Students work cooperatively with all partners to execute the dance.
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## Formal and Informal Assessments

Exit slip: With which folk dance that we've learned so far do you feel the most self-expression? Why? Which dance is the most fun for you? If your answer for both is the same dance, why do you think they are similar?

## Closure

- What is the definition of RLOD?
- Once you join a new partner, for how many counts do you gallop forward?
- Who can point to Germany on the map?

## Reflection

- Did I use the cues until mastery?
- How often did I have to jump in with verbal cues to help students keep going when they got off rhythm or footwork?
- Did I recognize when I needed to slow my verbal cues because some students were having difficulty in footwork or transitions?

## Homework

*The next country on our world tour is Norway. Be prepared to share something with the class that you found out about Norway on the Internet.*

*Keep updating your portfolios!*

*Discuss with parents or friends the importance of self-expression and enjoyment in improving overall health.*

*Get as many friends together during recess and show your dance!*

## Resources

Internet keyword search: "German clap dance music," "clap dance steps," "folk dance"