

## LESSON 2: LIMBO ROCK

### 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

**Accepting feedback:** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)

**Personal responsibility:** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)

### Lesson Objectives

The learner will:

- demonstrate rhythm identification using agility, coordination, and reaction time.
- demonstrate the difference between slow and fast rhythms and recite the cue for part 3 of the dance.
- perform the limbo rock dance in his or her own personal space.

### Equipment and Materials

- Music for limbo rock
- Music-playing device

### Introduction

*Today, we will continue our folk dance lessons from around the world. For homework, you were to compare two types of dances. What did you find? Who started gathering information for your portfolios? Today, we will travel to the Caribbean Islands.*

Show students where the Caribbean is on a map, and mention popular foods or customs.

## Instructional Task: Beginning Steps to Limbo Rock

### ■ PRACTICE TASK

Formation: two lines facing front

Perform the dance sequence without music until students master the footwork.

#### Part 1

Count 1: Left foot crosses the RF, weight placed on the LF.

Count 2: Transfer weight to RF (in place), still facing the right side slightly.

Count 3: Transfer weight to LF (to the back), still facing the right side slightly.

Count 4: Transfer weight to RF (in place).

Count 5: Transfer weight to LF (to the front).

Count 6: Transfer weight to RF (in place).

Count 7: Transfer weight to LF (back), turning to the left (half way), now facing the left side.

Count 8: Weight on LF, pause, and hold this beat.

## Refinement

Students will benefit from any of the cues until mastery.

Forward-2-3-4-5-6, turn, pause. Have students lift the foot during the pause to make sure they don't get ahead in the count.

or

Left, right, left, right, left, right, turn, pause, lift

Repeat to the left side, *starting with the right foot* crossing in front of the left foot.

Repeat to the right side, *starting with the left foot* crossing in front of the right foot.

Repeat to the left side, *starting with the right foot* crossing in front of the left foot.

This part is done pretty much in place. Students shouldn't travel. After the last set, students should end up facing the front for part 2 with the left foot free.

## Extensions

- Start slow, and increase speed as students start to master the dance moves.
- Add music for part 1 once there is mastery in footwork.

## Student Choices/Differentiation

- Have students recite the cue (not while dancing): 1-2-3-4-5-6, turn, pause, lift.
- Let students watch a video of someone performing the steps to the dance.

## What to Look For

- Students stay in place and don't travel during this part.
- Students maintain control during the dance.
- Students remember the steps of the dance.

## Instructional Task: Part 2 of Dance: Crossover Step

### ■ PRACTICE TASK

With the left foot free, begin a front crossover step to the right. This crossover step is a total of eight counts, but it's easier if counted *each time your foot crosses in front*, for a total of four counts.

Count 1: Cross LF in front of RF.

Count 2: Step to the side with RF.

Count 3: Cross LF in front of RF.

Count 4: Step onto RF.

Count 5: Cross LF in front of RF.

Count 6: Step onto RF.

Count 7: Cross LF in front of RF.

Count 8: Swing RF in prep for starting this going to the left.

Count 1: Cross RF in front of LF.

Count 2: Step to the side with LF.

Count 3: Cross RF in front of LF.

Count 4: Step onto LF.

Count 5: Cross RF in front of LF.

Count 6: Step onto LF.

Count 7: Cross RF in front of LF.

Count 8: Lift left foot in place.

As before, start slow with no music.

**Extensions**

- Speed up the steps.
- Add music.
- Once there is mastery in this part, go back and combine parts 1 and 2 together, with no music. Start slow and increase speed.
- Do parts 1 and 2 with music.
- Have students perform each part for a partner for feedback.

**EMBEDDED OUTCOME: S4.M3.6.** Emphasize with students the importance of using their peers' feedback to improve performance.

**Student Choices/Differentiation**

- Have students recite the cue (not while dancing):  
And cross, and 2 and 3 and 4, change  
And cross, and 2 and 3 and 4, lift
- Or *cuing for the foot as it crosses in front*:  
And left, left, left, left, change  
And right, right, right, right, lift
- Let students watch a video of someone performing the steps to the dance.
- To prevent over-traveling from side to side, have the students continue learning the dance with their hands joined behind their backs.

**What to Look For**

- Students perform steps correctly before moving on to part 3.
- Students stay on beat.
- Transitions are correct from one part to the next.

**Instructional Task: Part 3 of Dance****■ PRACTICE TASK**

With the left foot free and a “quick, quick, slow, pause” tempo:

Count 1: Step or leap to the front with LF

Count 2: Step or leap back in place onto the RF.

Count 3: Bring LF together with RF.

Count 4: Pause.

Count 5: Step or leap to the front with RF.

Count 6: Step or leap back into place onto the LF.

Count 7: Bring RF together with LF.

Count 8: Pause in place.

**Cue**

Front, back, together, pause, front, back, together, pause

or

Left, back, together, pause, right, back, together, pause

or

Quick, quick, slow, pause, quick, quick, slow, pause

Repeat dance from the top.

## Extensions

- Once the students master part 3, slowly add all parts together, focusing on transitions.
- Perform dance with higher speed.
- Add music.

## Student Choices/Differentiation

Have students recite any of the cues.

## What to Look For

Leaps are executed with control, without a lot of distance forward or back.

# Instructional Task: Perform Total Dance

## ■ PRACTICE TASK

Perform entire dance without music.

## Extension

When students have mastery of the steps without music, add music.

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**EMBEDDED OUTCOME: S4.M1.6.** Encourage students to exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. Students should take the dance seriously and participate at a high level.

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## Guiding questions for students:

- What do I do on count eight of part 1?
- All three parts start with the same foot free. Which one?
- Can anyone identify why this is a Caribbean dance?

## 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 maintain their own personal space for safety.

Teacher-created rubric: Social behaviors. Students can use a rubric to identify those who display appropriate personal responsibility during class.

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## Formal and Informal Assessments

Teacher-created rubric for students' social behaviors and feedback, with the following criteria:

Etiquette  
Tone  
Facial expressions  
Choice of encouraging words

## Closure

- On what count do you turn in part 1?
- What is the rhythm of part 3?
- Ask a question that was used in the introduction about popular foods.

## 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

*Update your portfolio with the new dance we learned today. Start researching folk dance from Serbia, as we will travel there next class. Be prepared to discuss some of your findings.*

*Show your dance to as many friends as you can during recess!*

## Resources

Internet keyword search: "limbo rock music," "limbo rock dance steps," "folk dance"