

## LESSON 4: HORA

### 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 Outcome

**Physical activity knowledge:** Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers. (S3.M1.7)

### Lesson Objectives

The learner will:

- demonstrate rhythm identification using agility, coordination, and reaction time.
- perform the hora individually in lines, small groups, and, ultimately, in a group circle holding hands.

### Equipment and Materials

- Music for hora
- Music-playing device

### Introduction

*As I mentioned in our previous class, today we will head to Israel to learn the hora. The hora is a traditional Hebrew dance with several variations that is danced at Jewish celebrations. Did anyone find out how to count in Hebrew? Answer: hamesh (5), shesh (6), shera (7), shmone (8)*

Teach students how to say “Hello” (Shalom) and “Goodbye” (Kol tuv) in Hebrew. You can make the lesson more challenging aerobically by, for example, adding leaping or elevation to the footwork, and the same is true for the other dances in this module.

*Let’s dance!*

## Instructional Task: Beginning Steps of the Hora

### ■ PRACTICE TASK

Formation: two lines facing front

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

Count 1: Step to your left, with LF.

Count 2: Step behind LF with RF.

Count 3: Step to your left, with LF.

Count 4: Hop with LF, and kick (RF).

Count 5: Step with the RF, hop and kick (LF).

This is the continuous pattern, starting at count 1.

### Refinement

Cue while dancing:

Left, behind, side-hop and kick

Right hop and kick

Left, behind, side-hop and kick,

Right hop and kick

**Extensions**

- Start slow, and increase speed as students start to master the dance moves. Because students move to the left so much, they will run out of room eventually.
- In pairs, have students perform the dance for partner feedback.
- Speed up the steps.
- Add music.
- Once students have mastered the steps, have them form a circle and continue to use your cues, as students will not be mirroring you now.

**Student Choices/Differentiation**

- Have students recite the cue while not dancing.
- Let students watch a video of someone performing the steps to the dance.
- Some music variations will speed up as the dance goes along.

**What to Look For**

- Students complete three steps or leaps in place so that they have the correct foot free to go to the other side (i.e., no taps in place).
- Students maintain control during the dance.
- Students remember the steps of the dance.
- Students transition cleanly from one part to the other.

**Instructional Task: Perform Total Dance****■ PRACTICE TASK**

Perform entire dance without music. Perform dance in a circle, starting with right-hand palm up, left-hand palm down, and join hands as a group.

**Extension**

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

**Guiding questions for students:**

- Which foot kicks first?
- What are some qualities of the dance that make it a dance from Israel?

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**EMBEDDED OUTCOME: S3.M1.7.** Discuss with students barriers related to maintaining a physically active lifestyle.

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**Guiding questions for students:**

- In the first lesson, we identified dance as a way to improve overall health. What barriers prevent people from dancing to improve fitness?
- How can we overcome these barriers?

**Student Choices/Differentiation**

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

**What to Look For**

- Students are performing all steps correctly.
  - Students are working with group members appropriately.
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## Formal and Informal Assessments

Exit slip: What are some barriers related to maintaining a physically active lifestyle? What are solutions for eliminating these barriers?

## Closure

- Who can count 5-6-7-8 in Hebrew?
- Who can recite the cue?
- Who can say “Hello” and “Goodbye” in Hebrew?

## Reflection

- Did I use the cues until mastery?
- Did I jump in with the 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?
- Should I talk with the home and career teacher about baking a traditional cookie while I teach a dance from that country?

## Homework

*We will travel to England in our next class. See whether you can name the countries that make up Great Britain. Keep updating your portfolios!*

## Resources

Internet keyword search: “hora music,” “hora dance steps,” “folk dance”