

LESSON 8: PATTY CAKE POLKA

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

Engages in physical activity: Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day. (S3.M5.8)

Lesson Objectives

The learner will:

- demonstrate rhythm identification using agility, coordination, and reaction time.
- work cooperatively with a variety of partners.
- perform the patty cake polka.

Equipment and Materials

- Music for patty cake polka
- Music-playing device

Introduction

Today, we end our world tour by coming back home to the United States. Folk dancing in the United States has a different history than in European countries. What did you find out? Today's dance goes back to the 19th century. This dance is a mixer, and you change partners throughout the dance. Many people enjoy polka dancing and continue to get physical activity each week by dancing. Let's learn the dance so that you can dance or teach the dance to your family members at the next family gathering.

Put a pin in the map or highlight it to show all the different countries from which the class learned dances.

Instructional Task: Beginning Steps to Patty Cake Polka

■ PRACTICE TASK

Formation: A double circle, males or leaders traditionally on the inside, females or followers outside, facing their partners. Partners are holding hands.

Part 1

Inside dancers execute part 1 with the left foot first, outside dancers with the right foot.

Inside dancers hop on the right foot, left heel comes forward, hop, left foot taps toes behind. Repeat again.

Inside dancers slide four times to their left.

Cue

Heel, toe, heel, toe, slide-2-3-4.

Heel, toe, heel, toe, slide-2-3-4.

Outside dancers do the same, except they start with their RF heel and toe, and slide to their right.

Repeat sequence; this time, inside dancers start with their right foot, and slide to their right.

Outside dancers start with their left foot and slide to their left.

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

Extensions

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

Student Choices/Differentiation

- Have students recite the cue (not while dancing): heel and toe, heel and toe, slide-2-3-4.
- Master footwork individually before holding hands with a partner.

What to Look For

- Students maintain control during the dance.
- Students remember the steps of the dance.

Instructional Task: Part 2 of Dance**■ PRACTICE TASK****Part 2**

Patty cake polka, in counts of three (1-2-3, 1-2-3, 1-2-3)

Partners slap right hands three times.

Partners slap left hands three times.

Partners slap both hands together three times.

Dancers slap their own thighs three times.

Cue (slow motion):

Right, right, right

Left, left, left

Together, together, together

Down, down, down

While dancing:

Right-2-3

Left-2-3

Together-2-3

Down-2-3

As before, start slow with no music.

Extensions

- Speed up the part to meet the speed of the music.
- Once students master this part, combine parts 1 and 2, with no music. Start slow and increase speed.
- In pairs, using a teacher-created checklist, have students perform each part for another couple for feedback.

Student Choices/Differentiation

Have students recite the cue (not while dancing):

Cue

Right, right, right

Left, left, left

Together, together, together

Down, down, down

What to Look For

- Students stay on beat.
- Students work with their partners and don't slap hands carelessly.
- Students don't speed up when they slap their thighs.

Instructional Task: Part 3 of Dance

■ PRACTICE TASK

Part 3

Skipping and changing partners for a total of eight counts

After executing the differentiation exercise, add the entire eight counts, with no skipping, just trying to get the sequence down.

Dancers make a right-elbow turn with their partners for four counts, ending where they started, inside or outside. Then, they walk to their new partners for four counts and join hands as if they were starting the dance from the top.

Once students master the steps, add the eight counts of skipping:

Four skips in a right-elbow turn with their partners

Four skips toward the new partners

Start dance from the top.

Cue

Skip & 2 & 3 & 4

New partner 6 & 7 & 8

Repeat dance from the top.

Extensions

- Master part 3, and slowly add all parts together, focusing on transitions.
- Perform dance at higher speed with your cues being the music.

Student Choices/Differentiation

- Have students face their partners, not hold hands.
- Have them point to the opposite person on their left. (Inside person points to an outside person; outside person points to the inside person.) Students pointing at each other are now partners. Have students walk toward their new partners, making sure that they're looking at each other. (The inside person is always an inside person. The outside person is always an outside person.)
- Repeat this sequence until you see a smooth transition from partner to partner.

What to Look For

- Students move to their left, toward their new partners.
- *Both* partners move or skip toward each other (one doesn't just move toward the other).

Instructional Task: Perform Total Dance

■ PRACTICE TASK

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

Guiding questions for students:

- How many counts do I skip with my partner while our right elbows are linked?
- If I am in inside person, do I stay an inside person during the entire dance?

Student Choices/Differentiation

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

What to Look For

- Students perform all steps correctly.
- Students maintain control in the slapping and clapping part and while turning their partners during the skips.
- Students are accepting of all new partners.

Instructional Task: End of Module Dance Assessment**■ PRACTICE TASK**

Students may choose any dance from the Folk Dance Module. Students participate with classmates in the dance.

Students are evaluated using the rubric from Lesson 1, focusing on correct rhythm, footwork, pattern, and presentation of dance.

Student Choices/Differentiation

- Students choose dance to perform.
- If dance includes partners, students have a choice of which student to work with.

What to Look For

Students are able to perform steps correctly and have proper rhythm and presentation of the dance.

Formal and Informal Assessments

- Teacher-created rubric with the following criteria:
 - Rhythm
 - Footwork
 - Pattern
 - Presentation of dance
- Students' folk dance portfolios
- Peer checklist on dance steps
- Homework assignment

Closure

- If you are an outside person, with which foot do you start your heel and toe sequence?
- Do you move to your left or to your right to find your new partner?
- Please turn in your folk dance portfolios. How did you like the project? Did you learn anything from the experience? What was your favorite folk dance to research?

Reflection

- Did I use the cues until students mastered the skills?
- 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

Write your reflections about all the countries that we visited, your favorite dances, and a favorite and unique thing that you learned about each country. Share these reflections with your history teacher.

EMBEDDED OUTCOME: S3.M5.8. Create a list of local and state dance opportunities in which students can participate. Encourage students to participate in at least one and to enjoy dancing with friends and family at least once a week.

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

Resources

Internet keyword search: "patty cake polka music," "patty cake polka dance steps," "folk dance"