

LESSON 4: WALTZ HESITATION STEP AND STUDENT-CREATED DANCE

Grade-Level Outcomes

Primary Outcomes

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

Dance & rhythms: Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)

Health: Describes how being physically active leads to a healthy body. (S5.M1.6)

Embedded Outcomes

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

Health: Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)

Lesson Objectives

The learner will:

- perform the hesitation step.
- discuss how dance can contribute to a healthy body.
- work cooperatively in a small group.
- create and perform a dance phrase.

Equipment and Materials

- Waltz music
- Music-playing device
- Pencils
- Paper

Introduction

Today, we are going to learn another waltz step called the hesitation step. After we learn the hesitation, you are going to create your own dance phrase with a partner. First, let's review your homework from last class.

Instructional Task: Dance and Health Discussion

■ PRACTICE TASK

Lead discussion on how dance can contribute to a healthy body.

Guiding questions for students:

- How can dance make you healthier?
- What happens to your heart rate and breathing when you are dancing?
- What components of health-related fitness are involved?

Extension

EMBEDDED OUTCOME: S5.M2.6. Prompt students to think beyond the physical components of health to include wellness factors, such as social support and stress reduction.

Student Choices/Differentiation

- Students can share with a partner instead of the whole class.
- Students can write ideas down on poster paper.

What to Look For

- Students offer relevant suggestions.
- Everyone is contributing to the discussion.

Instructional Task: Hesitation Step

■ PRACTICE TASK

Working in partners, students perform the hesitation step in closed position without music.

Have two students demonstrate as you coach them.

Partners request and accept the dance.

Partners are in closed position.

The hesitation step is one step that is taken in three counts. On the first count, the leader steps forward with the left foot as the follower steps back with the right foot. On counts two and three, the leader then slowly drags the right foot to close as the follower drags the left foot to close. This is repeated in reverse as the leader steps back and the follower steps forward.

The hesitation also can be performed to the side, as the leader steps left with the left foot at the same time that the follower steps right with the right foot.

Students perform a box step and two hesitations forward and back.

Extension

Add music.

Student Choices/Differentiation

- Watch video clip with hesitation step.
- Choose partner.

What to Look For

- Students perform the step and maintain the rise and fall.
- Students display proper body position.

Instructional Task: Creating a Dance Phrase

■ PRACTICE TASK

Working in groups of two or three, students create and perform a dance phrase incorporating the box step, box turn, underarm turn, and both forward-and-back hesitations and side-to-side hesitations.

Students build a pattern of steps to create a dance phrase.

Extension

Once students have written their phrases, partners should practice until they are confident with the phrase.

Refinement

Remind students that they can choose from among many options and combinations. For example, they could do two box steps, an underarm turn, a forward-and-back hesitation, two box steps, a side-to-side hesitation, and two box turns.

Student Choices/Differentiation

Students who find remembering the sequence challenging could simplify by doing one box step between each of the other steps.

What to Look For

- All partners contribute to the creation of the dance phrase.
- All components are included in each group's pattern.

Instructional Task: Student-Created Dance Phrase

■ PRACTICE TASK

Students perform their dance phrases.

Divide the groups in half.

Half of the students in each group watch their classmates perform. The other half request and accept the dance and move to an open space on the floor to perform their dance phrases for the duration of the selected music.

The groups then switch.

Extension

Using a checklist, have peers evaluate at least one dance phrase while they are observing. During a break, students share feedback from the checklist.

EMBEDDED OUTCOME: S4.M3.6. Using the peer checklist feedback, students work on improving performance of their dance phrases.

Student Choices/Differentiation

Students can write down their phrases and post them on the wall for reference.

What to Look For

- Transitions between dance steps are clean and smooth.
 - Students incorporate all dance steps into the phrase.
 - Students use appropriate audience behaviors.
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Formal and Informal Assessments

- Peer assessment: Students use a checklist to determine whether their peers are performing dance steps correctly, are using proper etiquette, and are on rhythm with their dance partners.
- Students create their own dance.

Closure

- What did you see that your classmates did well when you were observing them?
- Did you see any interesting or unique sequences?
- Did you notice proper closed dance position?
- Did you observe partners who incorporated the rise and fall in their waltz?

Next class, we'll be moving on to swing dance. Take a few minutes to look at some video clips of this type of dance before coming to class.

Reflection

- Do students understand the waltz as a smooth dance?
- Did students give appropriate feedback and use dance vocabulary when responding?

Homework

Review video clips of east coast swing dance on school website or Internet.

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: "dance vocabulary," "waltz for beginners"