

LESSON 5: GREENSLEEVES

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

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

Lesson Objectives

The learner will:

- demonstrate walking to the beat of the music, changing directions using agility, coordination, and reaction time.
- demonstrate smooth transitions.
- use academic language (line of dance, right- and left-hand stars)

Equipment and Materials

- Music for greensleeves
- Music-playing device

Introduction

Today, we will continue our folk dance lessons from around the world. As I mentioned in our previous class, we are going to Great Britain. Who found out what countries are in Great Britain? Answer: England, Scotland, and Wales.

Show students where Great Britain is on a map and the countries within it. Also, mention popular foods or customs.

Instructional Task: Beginning Steps to Greensleeves

■ PRACTICE TASK

Formation: Students are in groups of two and are paired with other groups of two—one group in the front, the other group behind them, all groups facing the line of dance (LOD). LOD is all dancers in a circle, moving counterclockwise.

Traditionally, dancers are male and female couples, with the male on the left, but leaders and followers can be substituted for male and female.

Part 1: All dancers are holding hands at shoulder height, walking in LOD for 16 counts.

Cue

Walk-2-3-4-5-6-7-8

Walk-2-3-4-5-6-7-8

Refinement

Make sure students are starting with the correct foot.

Extension

Start slow, and increase speed as students start to master the dance moves.

Student Choices/Differentiation

Let students watch a video of the dance.

What to Look For

- Students walk to the beat.
- Students cooperate with others in their groups.
- Students maintain control during the dance.
- Students remember the steps of the dance.

Instructional Task: Part 2 of Dance: Right-Hand Star and Left-Hand Star

■ PRACTICE TASK

Working within the group in front or behind: Front group turns to face the back group, and all dancers put their right hands together in the center and walk clockwise for eight counts.

Repeat with left hands together in the center and walk counterclockwise for eight counts.

As before, start with no music.

Extensions

- Speed up the steps.
- Once students master this part, combine parts 1 and 2, with no music.
- In their groups of four, have one couple perform parts 1 and 2 for feedback. Reverse groups for feedback.

Student Choices/Differentiation

Have students recite the cue, focusing on efficient transitions in wording.

What to Look For

- Students travel enough so that when they complete the left-hand star, they are back to where they started the dance, facing LOD (same group in front or back).
- Students stay on beat.
- Transitions are efficient from one part to the next.

Instructional Task: Part 3 of Dance: Arches

■ PRACTICE TASK

This part is executed in counts of four, repeated three more times for a total of 16 counts.

The front couple get close to each other, continue to hold hands, and duck as they step back for four counts.

Simultaneously, the back couple separate, while raising joined hands high, and walk forward for four counts. The couple walk around the front group, while the front group go under the back group's raised arms.

Repeat, with front group going under and back group going over front group.

Cue

Arches-2-3-4

Change-2-3-4

Change-2-3-4

Change-2-3-4

Dancers should end up in their original starting positions.

Repeat dance from the top.

Extensions

- Master part 3, and slowly add all parts together, focusing on transitions.
- Perform dance at a higher speed.

Student Choices/Differentiation

Have students recite the counting so they understand that there are no pauses in this dance.

What to Look For

- The front group always goes under and the back group goes over in the arches.
- Students are working cooperatively so they don't bump into each other.

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:

- How many counts do you walk forward?
- Do you start with a left- or right-hand star?

EMBEDDED OUTCOME: S5.M2.6. Many people enjoy dancing because it reduces stress and lets them express how they feel. Discuss with students how dance provides these opportunities.

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 to execute the dance.
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Formal and Informal Assessments

Exit slip: Identify three ways in which dance can lower stress and improve social interaction in life.

Closure

- What is the definition of LOD?
- Who did you execute the left- and right-hand star with?
- Ask a question that was used in the introduction about countries within Great Britain.

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

Gather as many friends together during recess and show your dance!

Next class, we will be in Germany. See whether you can learn three popular dishes from Germany, and maybe make one of them with the help of your parents or guardians. Be prepared to share what you find or make at the beginning of the next class.

Resources

Internet keyword search: "greensleeves music," "greensleeves dance steps," "folk dance"