

LESSON 1: ALUNELUL

Grade-Level Outcomes

Primary Outcomes

Dance & rhythms: Demonstrates correct rhythm and pattern for a different dance form from among folk, social, creative, line and world dance. (S1.M1.7)

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

Embedded Outcomes

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Accepting feedback: Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills. (S4.M3.7)

Lesson Objectives

The learner will:

- discuss ways in which dance can improve physical activity and lead to a healthy body.
- demonstrate rhythm identification using agility, coordination, and reaction time.
- demonstrate the difference between slow and quick rhythms and recite the cue for part 3 of the dance.
- perform the alunelul dance in lines and in small groups.

Equipment and Materials

- Music for alunelul
- Music-playing device

Introduction

Today, we start our Folk Dance Module, with dances from around the world. We travel today to Romania. In Romania, alunelul is a famous dance. The dance can be done at a variety of speeds. We will focus on a fast, athletic version.

Show students where Romania is on a map. Also, showing a video of other students performing the dance can stimulate students' interest before the lesson.

Show a video of several social dances to pique students' interest.

Instructional Task: Why We Dance

■ PRACTICE TASK

Lead a discussion with the students on why we should dance.

Guiding questions for students:

- Why do people like to dance?
- Why do we exercise?
- Where have you danced before?
- Do you find dancing enjoyable? Why or why not?
- Can dance contribute to increasing your physical activity?
- How does physical activity lead to a healthy body?

Extension

Distribute the pre-assessment rubric and describe the rubric before students start dancing so that they know what you are looking for. Throughout the lesson or at the end of the lesson, use the rubric to gauge students' dance ability.

Student Choices/Differentiation

- Show videos of people dancing.
- Students can work with partners or small groups before discussing the questions with the whole class.

What to Look For

- Students explore different forms of dance in their everyday lives.
- Students make a connection of dance leading to physical activity, which leads to a healthy body.

Instructional Task: Beginning Steps to Alunelul

■ PRACTICE TASK

Formation: two lines facing front

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

Part 1: Fives done while *leaping* (count to five, followed by two stomps)

Count 1: Leap onto right foot (RF).

Count 2: Leap onto left foot (LF) behind RF.

Count 3: Leap onto RF.

Count 4: Leap onto LF behind RF.

Count 5: Leap onto RF.

Stomp left foot in place two times.

Repeat to the left, starting with LF.

Repeat to the right, starting with RF.

Repeat to the left, starting with LF.

Extensions

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

Refinement

Students might benefit from a slow-motion cue: *Side, behind, side, behind, side, stomp, stomp.*

Cue while dancing:

1-2-3-4-5 stomp, stomp

1-2-3-4-5 stomp, stomp

1-2-3-4-5 stomp, stomp

1-2-3-4-5 stomp, stomp

or

Right-2-3-4-5 stomp, stomp

Left-2-3-4-5 stomp, stomp

Right-2-3-4-5 stomp, stomp

Left-2-3-4-5 stomp, stomp

Appropriate stride length: Don't let strides get too long so that students have enough control to execute the two stomps.

Student Choices/Differentiation

Have students recite the cue (not while dancing):

1-2-3-4-5 stomp, stomp

1-2-3-4-5 stomp, stomp

1-2-3-4-5 stomp, stomp

1-2-3-4-5 stomp, stomp

Let students watch a video of someone performing the steps to the dance.

What to Look For

- Students don't cross their feet in front, but to the back.
- Students maintain control during the dance.
- Students remember the steps of the dance.

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

Part 2: Threes (count to three followed by one stomp)

As before, start slow, with no music.

Count 1: Leap onto right foot (RF).

Count 2: Leap onto left foot (LF) behind RF.

Count 3: Leap onto RF.

Stomp LF in place one time.

Repeat to the left, starting with LF.

Repeat to the right, starting with RF.

Repeat to the left, starting with LF.

Extensions

- Speed up the steps.
- Add music.

Once students demonstrate mastery of part 2, combine parts 1 and 2, with no music. Start slow and increase speed.

Do parts 1 and 2 with music.

In pairs, have students perform each part for a partner for feedback.

EMBEDDED OUTCOME: S4.M3.7. Using teacher-generated guidelines of the correct steps and order, have students provide feedback, incorporating appropriate tone, to their peers.

Refinement

Slow-motion cue: *Side, behind, side, stomp, side, behind, side, stomp*

Cue while dancing:

1-2-3 stomp

or

R-2-3 stomp

L-2-3 stomp

R-2-3 stomp

L-2-3 stomp

Student Choices/Differentiation

- Have students recite the cue (not while dancing):
1-2-3 stomp
1-2-3 stomp
1-2-3 stomp
1-2-3 stomp
- 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.
- Students stay on beat.

Instructional Task: Part 3 of Dance

■ PRACTICE TASK

Part 3: Ones

Count 1: Leap onto RF.

Count 2: Leap onto LF.

Count 3: Leap onto RF.

Stomp LF two times.

Cue

1-1-1 stomp, stomp

Or

Leap, leap, leap, tap, tap

Leap, leap, leap, tap, tap

Or

Right, left, right, stomp, stomp

Left, right, left, stomp, stomp

Or

Slow, slow, slow, quick, quick

Slow, slow, slow, quick, quick

Extensions

- Perform dance at higher speed.
- Add music.

Student Choices/Differentiation

Have students recite any of the cues.

What to Look For

- Leaps are controlled.
- Students don't travel side to side.
- Transitions are accurate from one part to the next.

Instructional Task: Perform Total Dance

■ PRACTICE TASK

Perform entire dance without music.

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

Extensions

- Once students have mastered the steps with the music, group students in twos or threes.
- Have students hold hands, with arms down.
- Once they've shown mastery in small groups, form a group circle, all dancers holding hands, arms down.
- Pre-assessment: Use a rubric to gauge students' dance and rhythm skills in a folk dance.

EMBEDDED OUTCOME: S4.M1.7. Encourage students to exhibit responsible social behaviors by cooperating with classmates instead of laughing at or making fun of each other.

Guiding questions for students:

- Why is it important to keep your strides short?
- When you start a part going to your right, which foot is free?

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 with group members appropriately.

Instructional Task: Dance Portfolio

■ PRACTICE TASK

Throughout the module, students create a portfolio of folk dances from around the world. Items to include:

- Dance steps
- History of the dance
- Pictures and information on the country or culture of where the dance was created
- Any additional information to enhance the portfolio

Extension

Pass out teacher-created rubrics and explain how students will be assessed on the portfolio.

Student Choices/Differentiation

- Let students see examples from previous students.
- Students can turn in a hard copy or an online portfolio.

What to Look For

- Students perform steps correctly.
 - Students stay on beat.
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Formal and Informal Assessments

Pre-assessment: Create a rubric that contains the following criteria: rhythm, footwork, pattern, and presentation of dance.

Portfolio assignment

Closure

- How many stomps do the fives get?
- What is the rhythm of the ones?
- What happens when your strides are too long?

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

There are many videos on the Internet. Find one of people dancing the alunelul dance and a different type of folk dance. Compare the dancers' traditional outfits. What similarities and differences did you find? Be prepared to discuss at the beginning of the next class.

Let's start adding to our dance portfolios. Research the alunelul dance and the culture and country in which the dance takes place. Show your family the alunelul dance!

Resources

Internet keyword search: "alunelul music," "alunelul dance steps," "folk dance," "portfolio"