

## LESSON 2: WALTZ BOX TURN

### Grade-Level Outcomes

#### Primary Outcome

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

#### Embedded Outcome

**Working with others:** Accepts differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)

### Lesson Objectives

The learner will:

- perform the box turn.
- perform the box turn with a partner in practice position.
- perform the box turn with a partner in closed dance position.
- perform a dance phrase by combining the box step and the box turn.

### Equipment and Materials

- Waltz music
- Music-playing device

### Introduction

*Who had success teaching your parent or guardian the box step? Who practiced proper etiquette? Today, we will learn another waltz step called the box turn. The box turn is a challenging step, but as you continue to practice, you will become more skilled at this step.*

## Instructional Task:

### Review Box Step With Partner in Closed Position

#### ■ PRACTICE TASK

Working in partners, students perform the box step in closed position.

*Today, followers stand in a line with their backs toward the wall, and leaders stand in front of them, facing the wall. Students without partners extend the line without partners and practice alone.*

*Today it is leader's request, as the music begins.*

Count aloud: 1-2-3, 1-2-3. Ready? And 1-2-3, 1-2-3.

Continue counting for four to six box steps as a review, then let students attempt to find the rhythmic pattern in the music. Stop and restart the group with a count if the class is not successful in finding the pattern.

#### Extension

Rotate partners every 90 seconds. Spend as much time as needed to have at least 80 percent of the class successful.

#### Refinements

- Students should begin to include the rise and fall; on count one, the step is normal step with the heel; counts two and three are taken with a slight lift on the toes.
- Prompt students to maintain good posture and focus their sight line over their partners' right shoulder.

## Student Choices/Differentiation

Students can review video clips.

### What to Look For

- The waltz is a smooth dance.
- The steps are evenly paced and not rushed.
- Students demonstrate steps with rhythmic acuity and proper form.

## Instructional Task: Box Turn

### ■ PRACTICE TASK

Students are in a line side by side facing the teacher.

Demonstrate without music, first facing students, then with back to students.

1. Left foot steps forward.
2. Right foot steps forward as both feet quarter-pivot to the left.
3. Left foot closes and rests next to the right foot.
4. Right foot steps back.
5. Left foot steps back as both feet quarter-pivot to the left.
6. Bring your right foot to rest next to the left foot.

The box turn is the same for both partners.

Teacher cues: *Forward, forward pivot, together, back, back pivot, together*. A complete box turn would be four quarter turns to the left so the performer begins and ends facing front.

Continue individual practice until 80 percent of students are successful.

### Extension

Add music to the steps.

### Refinement

Students might need prompting for left–right. You can do that from behind by tapping the appropriate shoulder or back of leg to initiate correct movement.

## Student Choices/Differentiation

- Watch video clips of the box turn.
- Practice turns at slower pace.

### What to Look for

- Students pivot quarter turn to left. They should face each wall for a complete turn.
- Steps are smooth and rhythmic.

## Instructional Task: Box Turn With Partner in Practice Position

### ■ PRACTICE TASK

Working in partners, students practice one segment of the box turn in practice position.

Followers stand with their back toward the wall; leaders stand in front of them. Extra students without partners stand in the appropriate line and practice footwork alone.

Partners request and accept the dance.

Students assume practice position.

On your count, leaders initiate the box turn by stepping back on the right foot at the same time the followers step forward on the left, and they continue to complete one part of the box turn. *Ready? And 1-2-3.*

Partners repeat the single box turn segment six to eight times before thanking their partners. Leaders rotate to a new partner. Continue this practice until 80 percent of student partners are successful.

### **Extensions**

- Partners repeat four segments of the box turn to complete a full turn.
- Rotate every 3 minutes, repeating the sequence with a new partner.

### **Student Choices/Differentiation**

- Review video clips of the box turn.
- Practice turns at slower pace.

### **What to Look For**

- Partners help each other.
- Partners move together.
- Students show confidence in their dance requests.

## **Instructional Task: Box Turn in Closed Dance Position**

### **■ PRACTICE TASK**

Working in partners, students practice the box turn in closed dance position.

Followers stand with their backs to the wall; leaders stand in front of them. Students without partners stand in the appropriate line and practice footwork independently.

Partners request and accept the dance.

Partners assume the closed dance position. Partners should be slightly offset to the left to avoid stepping on each other.

On your count, partners initiate the box turn together in closed position. Repeat six to eight times before leaders rotate to a new partner.

### **Refinement**

Students can silently repeat to themselves “forward, forward, together, back, back, together” to keep steps flowing and smooth.

### **Student Choices/Differentiation**

If class is struggling with this turn, go back to practice position for a few more times until students are ready to move forward and confident with the footwork.

### **What to Look For**

- Partners work and move together.
- The turns are small quarter turns rather than larger strides.

## **Instructional Task: Combining the Box Step and the Box Turn**

### **■ PRACTICE TASK**

Partners combine the box step and the box turn to create a dance phrase.

Demonstration: Ask one set of partners to demonstrate a full box step and a full box turn. Count aloud during the demonstration six counts of three: complete box step (two counts of three) and complete box turn (four counts of three).

Partners practice the dance phrase.

Rotate partners every 3 minutes.

### Extension

Students can challenge themselves by extending the phrase and repeating it two to four times.

### Student Choices/Differentiation

- Watch video clips of the box turn.
- Practice turns at slower pace.

### What to Look For

Students focus on moving from the box step to the box turn smoothly, without hesitation.

## Instructional Task: Combining the Box Step and Box Turn to Music

### ■ PRACTICE TASK

Students practice a combination dance phrase with partners and music.

Start the music as students rotate down the line. One student requests, and the partner assumes the closed dance position. Students initiate the dance phrase independently.

After 3 minutes, partners thank each other, rotate, and begin again with new partners.

### Refinement

Transitions should be smooth from one dance step to another.

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**EMBEDDED OUTCOME: S4.M4.6** Use the rotation of partners to reinforce the importance of students' accepting differences and encouraging each other. Provide feedback to recognize students who support and encourage one another.

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### Student Choices/Differentiation

If students are struggling as to when to begin, you can count the rhythmic pattern aloud: 1-2-3, 1-2-3.

### What to Look For

- Students perform the dance steps in rhythm with the music.
  - Students provide encouragement to others.
  - Students move with purpose, according to the dance.
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## Formal and Informal Assessments

- Informal
- Self-assessment homework activity

## Closure

- What part of the box turn is most difficult for you?
- Was there a teaching hint that you and one of your partners found helpful?
- If you didn't get it today, stay with it and we will practice again next class!

## Reflection

- Are most students keeping up or is the pace a bit fast for the group?
- Have some students learned the skills enough to be student leaders and peer coaches?

## Homework

Self-assessment activity: Please describe how you feel in relation to the dance activities. Are you comfortable with the steps without music? Do you feel confident when music is added? Are you excited to work with partners or do you prefer to work alone? How does it feel when someone encourages you? Have you encouraged others? Why or why not?

## 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: "waltz left box turn," "waltz reverse turn," "waltz music list"