



































DANCE UNIT

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GRADES 3-6














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 = Individuals
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DANCE UNIT

Introduction

The SPARK Dance Unit provides all students many opportunities to move to music and express themselves in ways other activities do not. The dances in this unit develop and enhance all students' rhythmic and movement skills, while maintaining enjoyable, health-promoting, moderate-to-vigorous, physical activity during class. To further encourage the development of social and personal skills, the dances included in this unit incorporate cooperation and teamwork in pairs, small groups, or with the entire class. Several dances also promote the understanding of diverse cultures and may be used as a tool to teach or reinforce cultural awareness.

What You Have

SPARK Manual

* **Dances**

The dances in this unit are presented in 3 categories.

- **Line Dances** – 8 dances designed to be done in line or scatter formation. Students are likely to try these dances outside of your class, on their own and in group situations.
- **Square Dances** – 2 square dances to introduce students to this fun and active American dance form.
- **Cultural Dances** – 3 dances from around the world to introduce students to various cultures.

The *SPARK It Up!* variations on the backside of dances allow you to modify them according to the developmental and/or grade level of your students.

* **PACE (Physically Active Choices to Enjoy) Activities**

3 activities designed to allow students to practice and teach dance skills, while they work at their own pace, with a partner, or in small groups.

SPARK Instructional Media CD

* **Pedometer Activity**

An activity specifically designed to incorporate the use of pedometers.

* **Task Cards**

Includes instructions for *PACE Activities*.

* **Prompt Pages**

Cue sheets to help you teach/review dances.

* **Assessment Samples**

Performance rubric and student self-check assessment samples to document and guide learning.

* **Inclusionary Strategies**

Tips on how to modify dances for special-needs students.

* **Home Play Activity**

A take-home page with interesting dance facts and information on one side, and fun challenges on the other. Designed to go on the refrigerator.

DANCE UNIT

How To Use It

- * Make copies of the *Home Play Activity (SPARK Instructional Media CD)* and distribute 1 to each student after the first class.
- * Choose a dance based on the level of most of your students. As you teach, assess their comfort, interest and capacity to perform the dance, and adjust accordingly. If a dance has already been learned by most of your students, jump to the *SPARK It Up!* variations to add a twist to it. If a dance is too difficult, decrease the moves, simplify and slow down.
- * Each dance has an accompanying *Prompt Page (SPARK Instructional Media CD)* you may wish to use during instruction. It is a simplified and magnified version of just the dance moves. Use the original activity card when first teaching, and then use the *Prompt Pages* for reviewing the dance next time, or to give to students to lead the dance, if needed.
- * Integrate the *PACE Activities* throughout the unit. Make copies prior to teaching. Since *PACE Activities* engage students in self-directed learning, they give you opportunities for assessing.
- * Review the assessment samples on the *SPARK Instructional Media CD*. The *Self-Check* is a student self-assessment that can be administered toward the end of the unit. The *Create a Dance Performance Rubric* is an observational assessment you can use to collect skill development data. This rubric is connected with students' dance creations and should also be used toward the end of the unit.

- * There are 3 sample unit plans (3rd, 4th, and 5th/6th grades) on page 6-8, built on a 3 PE classes-per-week model. Use these as guides to adjust and create unit plans that meet your particular instructional requirements.

Dance Teaching Tips

- * Use a 2-step approach to instruction; teach the footwork first without music, then repeat footwork with the music. For longer dances, teach using the "part-to-whole" method. Teach 1 part; add the music. Teach another; add the music and so on, until the entire dance is learned.
- * Because dances require memorization, the old adage, "If you don't use it, you lose it" applies. Use familiar dances as a warm-up and to reinforce what they have learned. Use *Prompt Pages* where needed.
- * If possible, face a mirror when teaching students. This makes it easier for students to mimic your moves, and allows you to see them. If not available, face your students, and use mirroring techniques.
- * Say "joining hands," rather than "holding hands."
- * Most line dances can be made more complex by changing the formation from scattered, to pairs, to groups, and so on.

Music

- * Use the *SPARK Physical Education Program Grades 3-6 Music CD* that includes all the songs you need to teach every dance in this unit.
- * Ensure your music source is loud enough to be heard by all. Using a wireless microphone helps students hear your cues over the music.
- * Use a remote for starting/stopping music.

How To Use It (continued)

Safety

- * Create an atmosphere where all are free to express themselves through movement. Express expectations for class participation and control. Remind students to respect others and their feelings, and that everyone has the right to move and dance their own way. That's what makes each of us special!
- * Change partners often, and express the expectation of cooperation and willingness to participate with everyone.
- * Ensure the facility has adequate space and is free from obstacles.

GLOSSARY OF DANCE STEPS FOUND IN THIS UNIT

3-Step Turn (to R)	Lead with shoulder, and turn to side, stepping R, L, R, Touch L (4 counts).
Grapevine (to R)	Step to side R, L steps behind, Step R, Touch L (4 counts).
Heel-Cross-Heel	Heel-tap front, toe-tap crossed in front of foot, heel-tap front, back "home" with feet together (4 counts).
Heel or Toe Tap	Tap heel or toe to front, side or back, then back home.
"Home"	Feet together; weight evenly distributed. It's where you started.
Hustle (to R)	Step to R, bring L together, Step R, Touch L (4 counts).
Mambo Step	Step 1-2-3 (like a waltz-beat, where "1" is slow, and "2" and "3" are quick, quick), where "1" is step forward on R, while slightly lifting L, "2" is step on L at "home," while slightly lifting R, and "3" is step on R at "home" (3 counts).
Side-Slide Quickly (to R)	Step R foot to R, bring L foot to R, then step R foot to R again (3 counts).
Skate	Slide foot slowly along floor at a 45° angle forward as though skating.
Step-Together-Step	Step R foot forward; bring L foot to R; then step R foot forward again, like a short gallop (3 counts).
Step-Touch (to R)	R foot step to R. Bring L foot to touch R.

DANCE UNIT

WHAT YOU NEED

	QUANTITY	INVENTORY	NEED
EQUIPMENT			
Spot Markers	1 per student		
Music Player CD, iPod™, MP3, etc.	1 (3 for pedometer activity)		
Wireless Microphone optional	1		
Pedometers optional	1 per 2 students		
MATERIALS			
Pencils	1 per 3-4 students		
MUSIC ALBUM		Song	Dance
SPARK Physical Education Program Grades 3-6 Music CD	#4 "Hot, Hot, Hot"	California Strut	
	#5 "Achy Breaky Heart"	Achy Breaky Heart	
	#6 "Electric Slide"	Electric Slide	
	#7 "5-6-7-8"	5-6-7-8	
	#8 "Louisiana Saturday Night"	Louisiana Saturday Night	
	#9 "Wild, Wild, West"	Jekyll Island Stomp	
	#10 "Mambo #5"	Mambo #5	

DANCE UNIT WHAT YOU NEED

MUSIC ALBUM	Song	Dance
SPARK Physical Education Program Grades 3-6 Music CD	#11 "Rocky Top"	Rocky Top
	#12 "80's Dance Medley"	Whomp It UP
	#13 "American Folk Dance Medley"	Hot Time Virginia Reel Scatter Square Dance
	#14 "Alunelul"	Alunelul
	#15 "Cotton-Eyed Joe"	Cotton-Eyed Joe
	#16 "Irish Jig Medley"	Irish Jig
	#17 "Pata Pata"	Pata Pata

SPARK INSTRUCTIONAL MEDIA (on CD)

- | | |
|--|--|
| <ul style="list-style-type: none"> * Pata Pata Jigsaw Cards * Scatter Square Dance Calls * Create a Dance Task Card | <ul style="list-style-type: none"> * Prompt Pages (for each dance) * Assessment Samples * Home Play |
|--|--|

FACILITIES

- * Although a wood, carpeted or cement floor indoors is ideal, most dances can be performed anywhere, as long as the surface is smooth and free of holes or objects that may cause injury. If available, a mirrored room is a bonus.

DANCE SAMPLE UNIT PLANS

The following unit plans can be used as is, or modified to suit your needs. Variables are many, including: Number of students, previous dance experiences, duration of PE class, days per week taught, weather, facilities, equipment, etc. These units were

created using a 3 PE classes-per-week unit model for 4 weeks – 12 lessons total. The *SPARK It Up!* variations provided on dances allow you to meet the changing needs of your students as they become more skilled.

3rd Grade Unit

DAY 1	DAY 2	DAY 3
<ul style="list-style-type: none"> * Introduction to Dance * Introduce Home Play * Teach <i>California Strut</i> 	<ul style="list-style-type: none"> * Review <i>California Strut</i> * <i>SPARK It Up!</i> 	<ul style="list-style-type: none"> * Teach <i>Achy Breaky Heart</i>
DAY 4	DAY 5	DAY 6
<ul style="list-style-type: none"> * Review <i>Achy Breaky Heart</i> * <i>SPARK It Up!</i> 	<ul style="list-style-type: none"> * Teach <i>Scatter Square Dance</i> 	<ul style="list-style-type: none"> * Review <i>Scatter Square Dance</i> * <i>SPARK It Up!</i>
DAY 7	DAY 8	DAY 9
<ul style="list-style-type: none"> * Teach <i>Alunelul</i> 	<ul style="list-style-type: none"> * Review <i>Alunelul</i> * <i>SPARK It Up!</i> 	<ul style="list-style-type: none"> * Pedometer Activity
DAY 10	DAY 11	DAY 12
<ul style="list-style-type: none"> * Create a Dance/Assessment 	<ul style="list-style-type: none"> * Create a Dance/Assessment 	<ul style="list-style-type: none"> * Create a Dance/Assessment

DANCE SAMPLE UNIT PLANS

4th Grade Unit

DAY 1	DAY 2	DAY 3
<ul style="list-style-type: none"> * Introduction to Dance * Introduce Home Play * Teach 5-6-7-8 	<ul style="list-style-type: none"> * Review 5-6-7-8 * SPARK It Up! 	<ul style="list-style-type: none"> * Teach <i>Jekyll Island Stomp</i>
DAY 4	DAY 5	DAY 6
<ul style="list-style-type: none"> * Review <i>Jekyll Island Stomp</i> * SPARK It Up! 	<ul style="list-style-type: none"> * Teach <i>Hot Time</i> 	<ul style="list-style-type: none"> * Review <i>Hot Time</i> * SPARK It Up!
DAY 7	DAY 8	DAY 9
<ul style="list-style-type: none"> * Teach <i>Cotton-Eyed Joe</i> 	<ul style="list-style-type: none"> * Review <i>Cotton-Eyed Joe</i> * SPARK It Up! 	<ul style="list-style-type: none"> * Pedometer Activity
DAY 10	DAY 11	DAY 12
<ul style="list-style-type: none"> * Create a Dance/Assessment 	<ul style="list-style-type: none"> * Create a Dance/Assessment 	<ul style="list-style-type: none"> * Create a Dance/Assessment

DANCE SAMPLE UNIT PLANS

5th/6th Grade Unit

DAY 1	DAY 2	DAY 3
<ul style="list-style-type: none"> * Introduction to Dance * Introduce Home Play * Teach <i>Louisiana Saturday Night</i> 	<ul style="list-style-type: none"> * Teach <i>Mambo #5</i> 	<ul style="list-style-type: none"> * Teach <i>Rocky Top</i>
DAY 4	DAY 5	DAY 6
<ul style="list-style-type: none"> * Review <i>Rocky Top</i> * <i>SPARK It Up!</i> 	<ul style="list-style-type: none"> * Teach <i>Whomp It Up</i> 	<ul style="list-style-type: none"> * Review <i>Whomp It Up</i> * <i>SPARK It Up!</i>
DAY 7	DAY 8	DAY 9
<ul style="list-style-type: none"> * Teach <i>Pata Pata</i> 	<ul style="list-style-type: none"> * Teach <i>Virginia Reel</i> 	<ul style="list-style-type: none"> * Review <i>Virginia Reel</i> * <i>SPARK It Up!</i>
DAY 10	DAY 11	DAY 12
<ul style="list-style-type: none"> * Create a Dance/Assessment 	<ul style="list-style-type: none"> * Create a Dance/Assessment 	<ul style="list-style-type: none"> * Create a Dance/Assessment

NATIONAL DANCE STANDARDS

For the SPARK Dance Unit, the National Dance Standards are used and correlated on the backside of each dance.

1	Identifying and demonstrating movement elements and skills in performing dance.
2	Understanding the choreographic principles, processes and structures.
3	Understanding dance as a way to create and communicate meaning.
4	Applying and demonstrating critical and creative thinking skills in dance.
5	Demonstrating and understanding dance in various cultures and historical periods.
6	Making connections between dance and healthful living.
7	Making connections between dance and other disciplines.

The National Dance Standards were completed as part of a project developed by the Consortium of National Arts Education Associations, and prepared under a grant from the U.S. Department of Education, the National Endowment for the Arts, and the National Endowment for the Humanities. (Copyright 1994, 2nd printing 1996. All rights reserved.)



Ready...

- Music: "Louisiana Saturday Night" (SPARK 3-6 Music CD, #8)
- Music player
- Louisiana Saturday Night Prompt Page (SPARK Instructional Media CD)

Set...

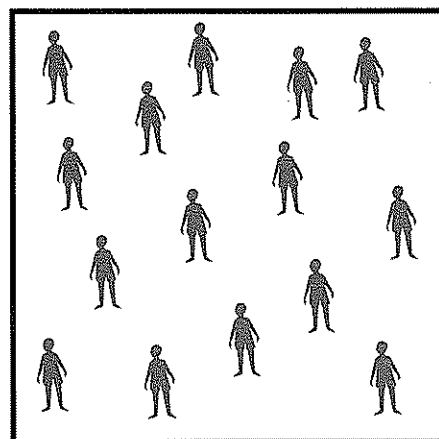
- Create a large activity area.
- Scatter students in area.

GO!

1. The object is to perform the line dance *Louisiana Saturday Night*. In line dances, you all face the same direction, and do the same steps together.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (First, teach each step or sequence, then cue students to get ready to practice by saying, "5, 6, 7, 8.")

3. Louisiana Saturday Night

- Begin at "home" with feet together.
- R heel-toe-heel-toe (4 counts).
- March in place R, L, jump (slight pause), clap (4 counts).
- L heel-toe-heel-toe (4 counts).
- March in place L, R, jump (slight pause), clap (4 counts).
- Repeat above.
- Quick grapevine step to R, hop R, step L, hop L, step R, hop R (8 counts).
- Grapevine step to L, hop L, step R, hop R, step L, hop L (8 counts).
- Repeat above.
- Continue from the top through entire song.



CUES

- * "Quick grapevine" is only 3 counts and goes right into the hop.
- * Keep your feet moving.

DANCE

★ Your Twist

Add your own twist to the dance on any of the moves.



ACADEMIC

Social Studies (American History) - The acquisition of Louisiana is considered the greatest real estate deal in history. In 1803, France signed a treaty that transferred over 800,000 square miles of land to the U.S. The land became all or part of 15 states - Missouri, Iowa, South Dakota, New Mexico, Nebraska, Arkansas, Wyoming, Minnesota, Oklahoma, North Dakota, Texas, Kansas, Colorado, Montana, and Louisiana.

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates,

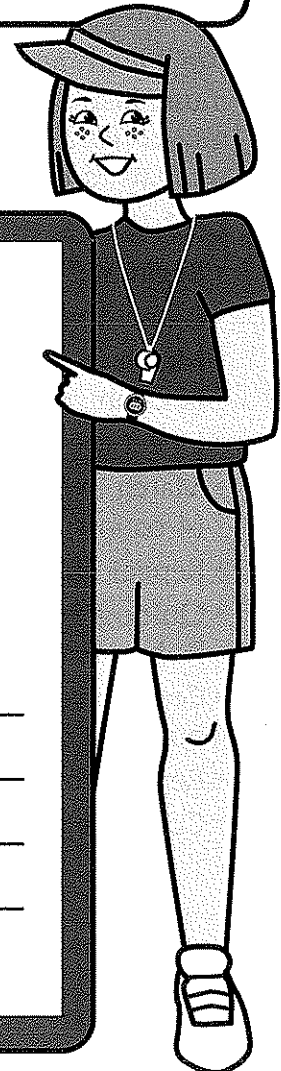
- appreciates, enjoys rhythmic movements

Your State (Write in here)

PAULA'S POINTERS

- Provide cues early.
- Don't use the normal version of this song unless you want some calls from parents!

NOTES





Ready...

- Music: "Hot, Hot, Hot" (SPARK 3-6 Music CD, #4)
- California Strut Prompt Page (SPARK Instructional Media CD)
- Music player

Set...

- Create a large activity area.
- Scatter students in area.

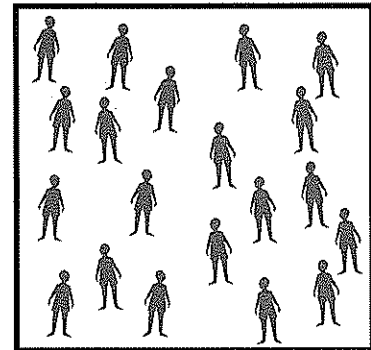
GO!

1. The object is to perform the line dance *California Strut*. In line dances you all face the same direction, and do the same steps together.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (*First, teach each step or sequence, then cue students to get ready to practice together by saying "5, 6, 7, 8."*)
3. **California Strut**
 - Begin at "home," with feet together.
 - Walk forward 4: R, L, R, tap L (4 counts).
 - Walk backward 4 back to "home:" L, R, L, tap R (4 counts).
 - Step R, touch L. Step L, touch R (4 counts).
 - 3-step turn to the R: R, L, R, touch L (4 counts).
 - 3-step turn to the L back to "home:" L, R, L, touch R (4 counts).
 - Repeat.

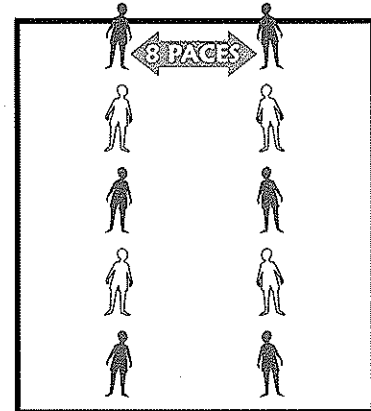
CUES

- ✱ Move with the beat.
- ✱ Just touch with foot before changing directions. Don't put weight on foot.
- ✱ If you misstep, that's OK; keep moving, and catch up when you can.

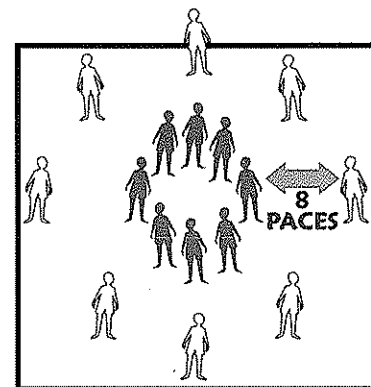
Regular



Partners



Double Circle



Outer Circle Rotates

DANCE

★ SPARK™ IT UP!

★ Partners

(Students in pairs, in face-off formation.) On the first move, partners walk forward 4 steps toward each other, and give a high-ten.

★ Double Circle Mixer

(Students in 2 circles; an inner and outer.) Partners; 1 in inner circle, 1 in outer and face each other. Inner circle dancers do same dance. Outer circle dancers turn to their R, and move to a new partner on their R each round.

★ Add Your Thing

(To any of the above variations.) Add your own twist to the dance when you change directions.



HOME

California is where almost 90,000 people migrated in 1849 in search of gold. John Marshall discovered gold in 1838, and by 1854, almost 300,000 "49ers" had migrated to California. This was about 1 out of every 90 people that were living in the United States! Ask a parent to help you research the 49ers, then create a "Gold Rush Dance." Make up moves for migration, wading in the water, and panning for gold.

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

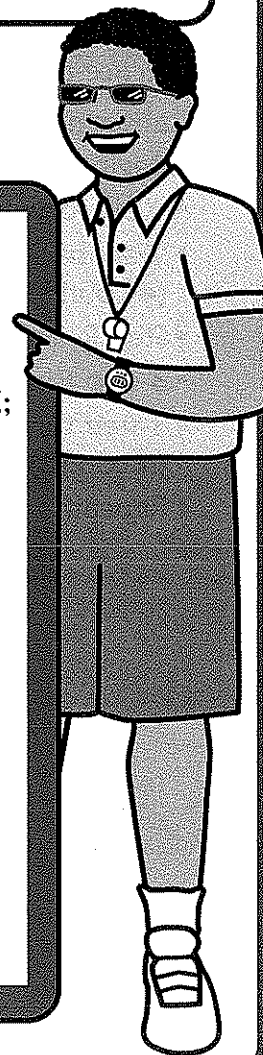
- #3, 4, 6 Participates, appreciates, enjoys rhythmic movements

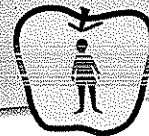
Your State (Write in here)

TONY'S TIPS

- If facing students, mirror their moves. For example, move backward when they move forward; move R when they move L.
- Point to show which direction students will move next.
- Cue students 1-2 beats before each move.
- Make copies of the *California Strut Prompt Page*, and allow students to work independently with the directions in hand.

NOTES



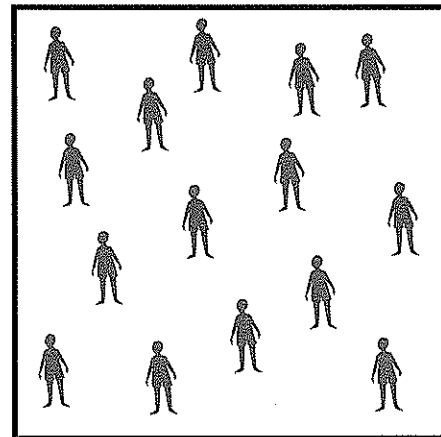


Ready...

- Music: "Achy Breaky Heart" (SPARK 3-6 Music CD, #5)
- Music player
- Achy Breaky Heart Prompt Page (SPARK Instructional Media CD)

Set...

- Create a large activity area.
- Scatter students in area.



GO!

1. The object is to perform the line dance, *Achy Breaky Heart*. In line dances, you all face the same direction and do the same steps together.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (First, teach each step or sequence, then cue students to get ready to practice together by saying "5, 6, 7, 8.")
3. **Achy Breaky Heart**
 - Begin at "home" with feet together.
 - Step R, touch L. Step L, touch R. Repeat (8 counts).
 - Walk backward 4: R, L, R, touch L (4 counts).
 - Rock back and forth slowly: Step forward L, touch R, step backward R touch L, and step forward L, touch R (6 counts).
 - Kick R forward, and do a 1/4 turn on L foot (2 counts).
 - Repeat this sequence many times, each time facing a new direction.

CUES

- ★ Each time, we'll begin in a new direction.
- ★ Just touch with foot before changing directions. Don't put weight on it.

DANCE

* SPARK™ IT UP!

* Electric Slide

Change the step-touch R and L to grapevine R and L (8 counts). Music: "Electric Slide" (SPARK 3-6 Music CD, #6)

* 3-Step Turn

Change the grapevine R and L in the electric slide to a 3-step turn R and L (8 counts).

* Your Twist

(To any of the above variations.) Add your own twist to the dance when you change directions.



WELLNESS

You may not really have an "achy, breaky heart," but if you don't get active and stay active throughout your life, you may develop America's "most popular" disease: cardiovascular disease. Well, maybe not popular in the sense that you'd want to ask it over Friday night for a sleepover; rather, meaning it is the #1 killer of Americans! So get busy, and prevent a truly achy, breaky heart!

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

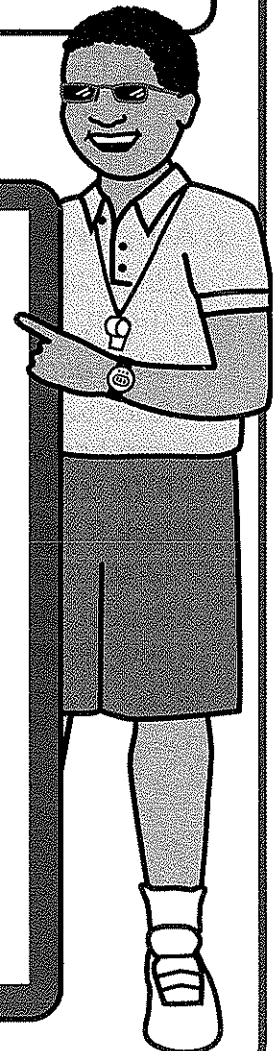
- #3, 4, 6 Participates, appreciates, enjoys rhythmic movements

Your State (Write in here)

TONY'S TIPS

- If facing students, mirror their moves. For example, move backward when they move forward; move R when they move L.
- Point to show direction students will move next.
- Cue students 1-2 beats before each move.
- Make copies of the *Achy Breaky Heart Prompt Page*, and allow students to work independently with the directions in hand.

NOTES



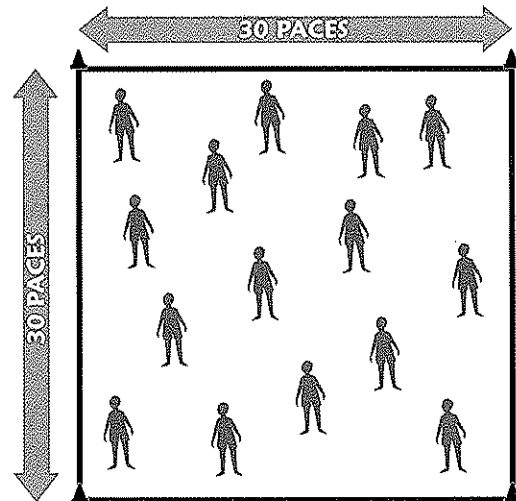


Ready...

- Music: "5-6-7-8" (SPARK 3-6 Music CD, #7)
- Music player
- 4 cones (for boundaries)

Set...

- Create large (30X30 paces) activity area.
- Scatter students in area.
- 5-6-7-8 Prompt Page (SPARK Instructional Media CD).



GO!

1. The object is to perform a line dance using an "add-on" format.
2. On music, move throughout our area. When the music stops, find a partner.
3. This is your "Jumping" partner. Together, jump 4X and say "5,6,7,8" (4 counts).
4. On music, leave your partner, and move again. When music stops, find a new partner.
5. This is your "Grapevine" partner. Grapevine step R (step R, L behind, R, touch L) then Grapevine step L (step L, R behind, L, touch R) (8 counts).
6. Move on the music. When it stops, find a 3rd partner.
7. This is your "Skating" partner. Together, skate slowly by sliding R foot forward, then L foot forward, R foot forward, L foot forward (8 counts).
8. Move on the music. When it stops, find a 4th partner.
9. This is your "Hip" partner. Touch your R hip with R hand, L hip with L hand, R glute, L glute, clap 2X, "Raise the Roof" (*push hands from shoulders to sky*) 2X (8 counts).
10. Move on the music. When it stops, find a 5th partner.
11. This is your "Back-walking" partner. Together, backward-walk 4 steps, counting "1,2,3,4" (4 counts).
12. Now, we'll play the music, and combine all the steps. The music has a prelude, then on cue, "5,6,7,8," begin jumping.

CUES

- ★ Find partners quickly.
- ★ Move to the beat.

★ SPARK™ IT UP! ★

★ **Jumping Jacks**
Substitute 2 jumping jacks for 4 jumps.

★ **Super Fitness**
Change steps to the following: 2 jumping jacks; 2, 3-step turns; 2 burpees; 8 skier jumps; and 2 reverse lunges.

★ **Your Twist**
To any of the above variations, add your own twist to the dance on direction changes.



HOME

Teach this activity to someone at home (your sister, brother, mom, dad, aunt, uncle). Choose your favorite music. One of you stops the music when it's time to work with your partner. You won't have a new partner each time, but take turns inventing a new step. Each time you meet, repeat the steps you have done before adding another.

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates,

- appreciates, enjoys rhythmic movements

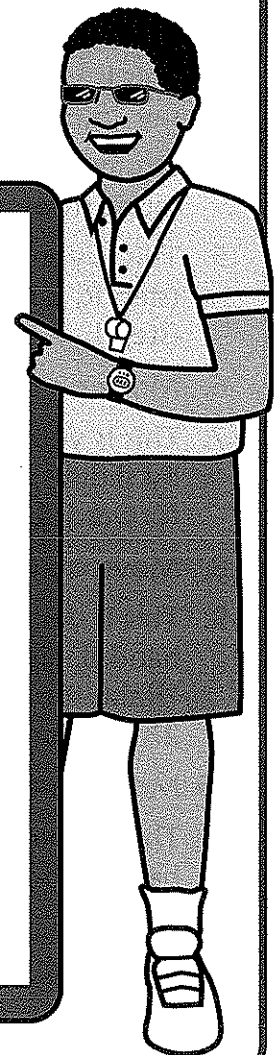
Your State (Write in here)

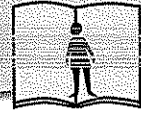
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TONY'S TIPS

- When all students do the dance together, provide cues 1-2 beats before each move.
- Make copies of the 5-6-7-8 Prompt Page, and allow students to work independently with the directions in hand.

NOTES



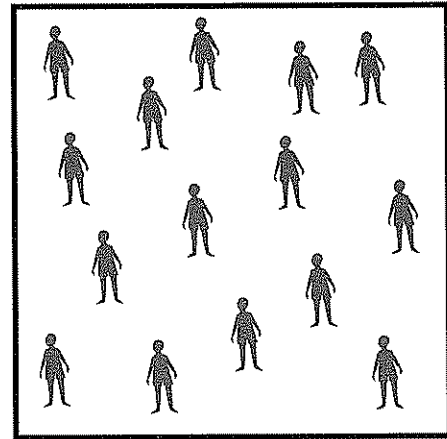


Ready...

- Music: "Wild, Wild, West" (SPARK 3-6 Music CD, #9)
- Music player
- *Jekyll Island Stomp Prompt Page* (SPARK Instructional Media CD)

Set...

- Create a large activity area.
- Scatter students in area.



GO!

1. The object is to learn and perform the line dance, *Jekyll Island Stomp*. In line dances, you all face the same direction, and do the same steps together.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (*First, teach each step or sequence, then cue students to get ready to practice together by saying, "5, 6, 7, 8."*)
3. **Jekyll Island Stomp**
 - Begin at "home" with feet together.
 - R heel-tap forward 2X (4 counts).
 - L heel-tap forward 2X (4 counts).
 - R toe-tap to front, back, and R; then knee-lift front (4 counts).
 - Grapevine R (4 counts).
 - Grapevine L back to "home" (4 counts).
 - Step-together-step forward: R foot lead. Then pivot on R foot 1/4 turn to R (4 counts).
 - Walk backward 4: L, R, L, stamp R (4 counts).
 - R toe-tap to side and back "home" 2X (4 counts).
 - Repeat.

CUES

- ★ Lean back on heel-taps with no weight on front foot.
- ★ Move in the shape of an "L."
- ★ You'll move in a different direction each round.

DANCE

★ Pedometer

(Students in pairs; 1 student per pair wears pedometer.) After the designated time, the pedometer wearers check steps, clear, and give the pedometers to your partners. Repeat several times. Compare your step scores. Did they increase, decrease, or remain the same after each round?

★ Your Twist

Add your own twist to the dance on any of the moves.



ACADEMIC

Social Studies (Geographical History) - Jekyll Island is located off the southeastern coast of Georgia. French and Spanish explorers first arrived 450 years ago. At that time, Guale and Timucua Native Americans inhabited the island. The historic district is full of homes built by famous people, and thousands of tourists go there shop, fish, walk the beaches, and learn about the history of the island.

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates,

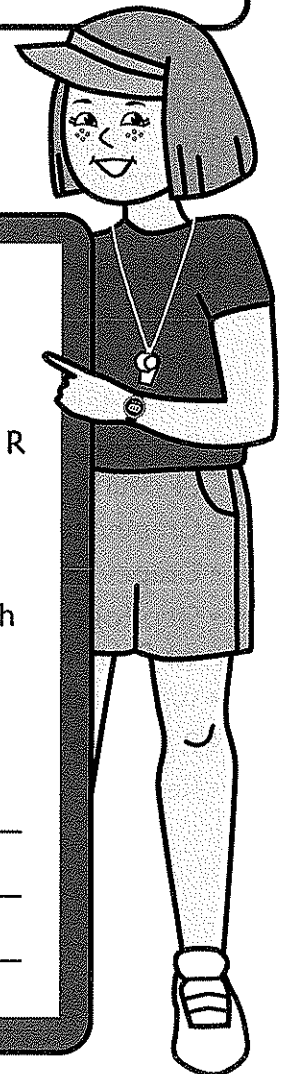
- appreciates, enjoys rhythmic movements

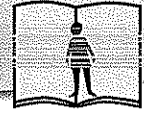
Your State (Write in here)

PAULA'S POINTERS

- If facing students, mirror their moves. For example, move back when they move forward; move R when they move L.
- Point to show direction students will move next.
- Cue students 1-2 beats before each move.

NOTES



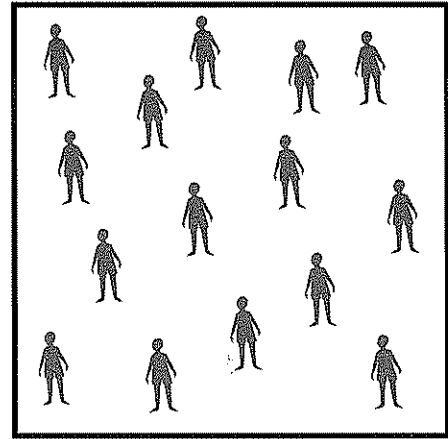


Ready...

- Music: "Mambo #5" (SPARK 3-6 Music CD, #10)
- Music player
- Mambo #5 Prompt Page (SPARK Instructional Media CD)

Set...

- Create a large activity area.
- Scatter students in area.



GO!

1. The object is to perform the line dance *Mambo #5*.
2. We'll learn 1 step at a time. Then put it together with the music.

3. Mambo #5

- Begin at "home" with feet together (16 counts).
- **Mambo step:** step 1-2-3 (like a waltz-beat, where "1" is slow, and "2" and "3" are quick, quick.), where "1" is step forward on R, while slightly lifting L, "2" is step on L at "home," while slightly lifting R, and "3" is step on R at "home" (4 counts).
- Mambo to back, starting with L: L, R, L (4 counts).
- Mambo to R, starting with R: R, L, R (4 counts).
- Mambo to L, starting with L: L, R, L (4 counts).
- Repeat 1X for a total of 8X4 counts.
- **Chorus step:**
 - Jump to straddle
 - Jump to criss-cross
 - Jump to straddle
 - Jump together and turn 1/4 turn to L (4 counts)
 - Quick step-touch R, quick step-touch L 2X (4 counts).
 - Repeat jumping, turning, and stepping 3X for a total of 4X8 counts.
 - Alternate Mambo step and Chorus step throughout song.
 - Exception is on 3rd Chorus, it is only 4X6 counts, so DO NOT TURN through this chorus. Stay facing forward.

CUES

- ★ Mambo step: Front 2, 3, back 2, 3, right 2, 3 left, 2, 3.
- ★ Chorus step: Out, cross, out, and turn. Step-touch R, step-touch L. Again, R and L.

DANCE

* Easy Mambo

To decrease difficulty, eliminate direction changes in the mambo step. Step forward only, alternating R and L.

* Your Twist

Add your own twist to the dance on any of the moves.



ACADEMIC

Social Studies (Culture) -

The Mambo dance originated in Cuba amongst Haitian immigrants. But in the country of Haiti, there is not a dance called the Mambo. To the Haitians, a “Mambo” is a voodoo priestess. She serves the villagers as counselor, healer, and spiritual advisor. In 1943, the Mambo dance was born in Havana, Cuba. The music fused popular Latin American rhythms with American Jazz sounds.

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates,

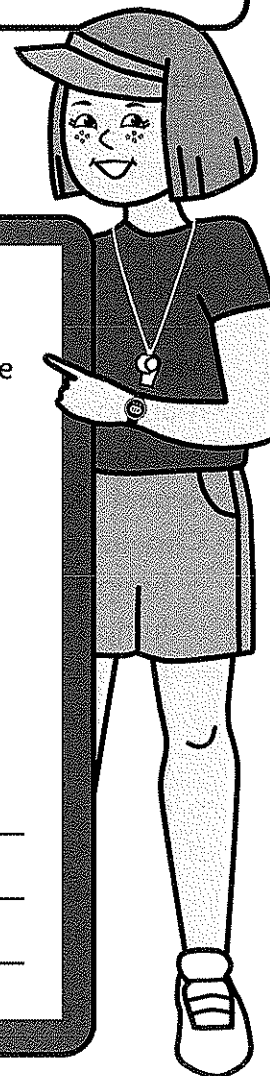
- appreciates, enjoys rhythmic movements

Your State (Write in here)

PAULA'S POINTERS

- Encourage students to incorporate creative movements as they become proficient.
- Make copies of the Mambo #5 Prompt Page, and allow students to work independently with the directions in hand.

NOTES



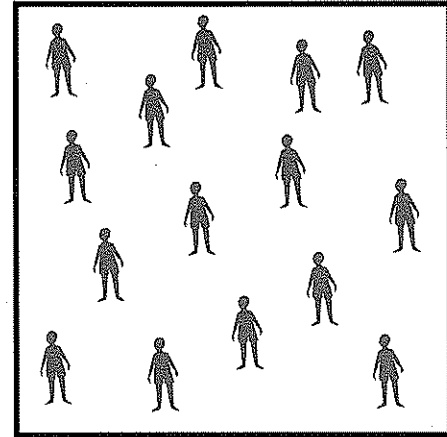


Ready...

- Music: "Rocky Top" (SPARK 3-6 Music CD, #11)
- Music player
- Rocky Top Prompt Page (SPARK Instructional Media CD)

Set...

- Create a large activity area.
- Scatter students in area.



GO!

1. The object is to perform the line dance, *Rocky Top*. In line dances, you all face the same direction, and do the same steps together.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (First, teach each step or sequence, then cue students to get ready to practice together by saying, "5, 6, 7, 8.")
3. **Rocky Top**
 - Bounce or clap at "home" for introduction (16 counts).
 - Grapevine R and grapevine L. Repeat (16 counts).
 - Alternate R and L heel-cross-heel-"home:" heel-tap front, toe-tap crossed in front of foot, heel-tap front, "home," and repeat (16 counts).
 - Step-together-step in a small circle to R: R, L, R, (count 1 and 2); then L, R, L (1 and 2), and repeat to complete 1 circle (8 counts).
 - Side-slide quickly to R (4 counts); then to L (4 counts) (8 counts total).
 - Repeat step-together-step R and L (8 counts).
 - Repeat side-slide R and L (8 counts).
 - Repeat from grapevine until end of song.

CUES

- ★ Keep your distance from others throughout the song.

DANCE

★ Double-Circle Formation

Complete the dance with an inner and outer circle facing each other.



FUN FACT

“Rocky Top” is Tennessee’s official state song. Rocky Top is also one of the three peaks of the Thunderhead Mountain, located in the Smoky Mountains.

Tennessee was admitted to the union on June 1, 1796. The state bird is the mockingbird, the state tree is the yellow-poplar, and the state flower is the iris. The 3 stars on the flag represent the 3 different land forms in Tennessee – mountains, highlands, and lowlands.

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates,

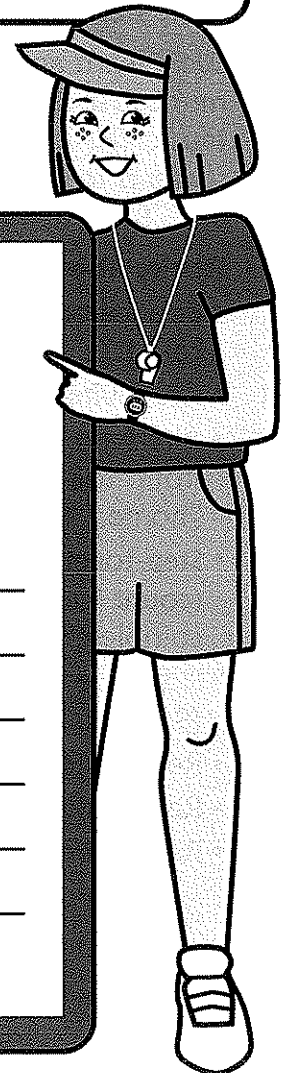
- appreciates, enjoys rhythmic movements

Your State (Write in here)

PAULA’S POINTERS

- Try a large circle formation.

NOTES



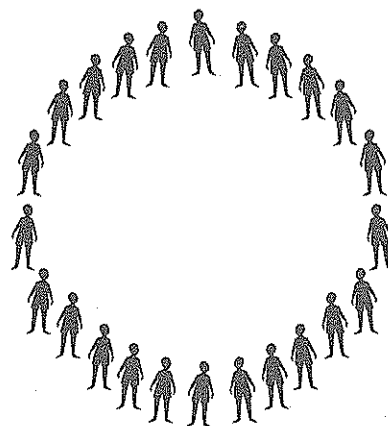


Ready...

- Music: "80's Dance Medley" (SPARK 3-6 Music CD, #12)
- Music player
- *Whomp It Up Prompt Page* (SPARK Instructional Media CD)

Set...

- Create a large activity area.
- Students in large circle facing in.



GO!

1. The object is to perform the line dance, *Whomp It Up*. In line dances you all face the same direction and do the same steps together. In this dance, we'll do it in a circle formation.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (*First, teach each step or sequence, then cue students to get ready to practice together by saying, "5, 6, 7, 8."*)
3. **Whomp It Up**
 - Begin at "home" with feet together.
 - Hustle R: step R, together, R, touch L (4 counts).
 - Hustle L: step L, together, L, touch R (4 counts).
 - Step forward R, and pump (as if you are pushing a tire pump) (2 counts).
 - Step forward L, and pump (2 counts).
 - Step backward R, and pump (2 counts).
 - Step backward L, and pump (2 counts).
 - Jump and turn 1/4 turn to R, and knee bounce (2 counts).
 - Jump and turn 1/2 turn to L, and knee bounce (2 counts).
 - Jump and turn 1/4 turn to R 3X to face opposite direction, and clap (4 counts).
 - Repeat from 1st step, facing opposite direction.

* Easy Whomp

Use claps instead of jumps for first-timers.



HOME

Look around your garage and grab anything that makes noise - buckets, pots, pans, trash can lids, empty water bottles filled with pebbles - anything. Invite some friends, and use the objects to make up your own garage band. Stomp, clatter, clank, bang, pound, beat, drum - do anything to create sounds. Sell tickets to your neighbors. Threaten not to stop playing until they buy tickets!

● STANDARDS ADDRESSED

DANCE

#1, 2 Perform line dance

#6 Cardiovascular fitness

#3, 4, 6 Participates,

- appreciates, enjoys rhythmic movements

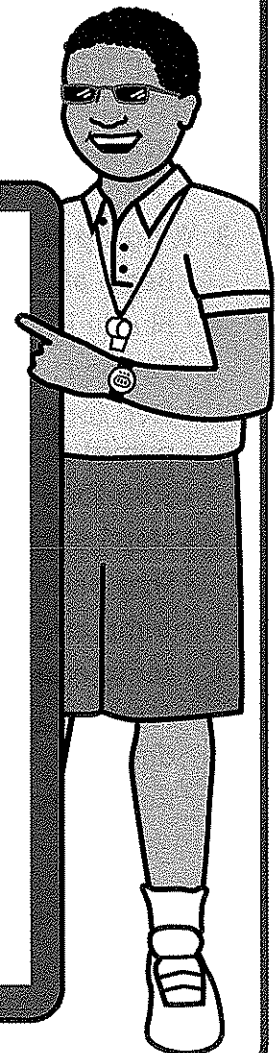
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TONY'S TIPS

- Encourage students to incorporate creative movements as they become proficient.

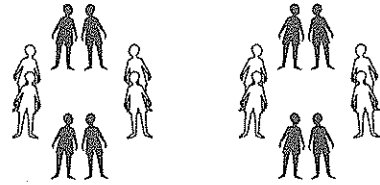
NOTES





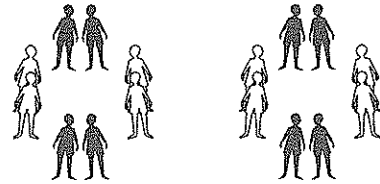
Ready...

- Music: "American Folk Dance Medley" (SPARK 3-6 Music CD, #13)
- Music player
- Hot Time Prompt Page (SPARK Instructional Media CD)



Set...

- Create a large activity area.
- Pair students; 4 pairs in square dance formation.



GO!

1. The object is to learn and practice a square dance. A square dance is a partner dance in which a person calls all the moves.
2. (Describe and demonstrate each of the following steps. After each step has been taught, students try on signal.)
3. (If using co-ed partners, boys are on L; girls are on R. If not, Partner #1 (P1) is on L; Partner #2 (P2) is on R. Designate #1, #2, #3, and #4 couples.)

4. Hot Time

- **Honor your partner:** Face your partner, and bow/curtsey (4 counts).
- **Honor your corner:** Face your corner, and bow/curtsey (4 counts).
- **Swing your corner:** Hook R elbows, and turn around in place (4 counts).
- **Swing your partner:** Hook R elbows, and turn around in place (4 counts).
- **Promenade:** Stand shoulder to shoulder with P1 to inside of square. Join hands in "skating grip," and walk counterclockwise around square and "back home" (16 counts).
- **Circle sequence:** Couple #1 initiates "circle" by joining hands with couple #2 to make 1 circle of 4; then turn to the L (4 counts). Add in couple #3 to make a circle of 6 turning to the L (4 counts). And finally, add in couple #4 to make a circle of 8 turning to the L (4 counts). All end back "home."
- **Allemande L your corner:** With L hand, grab their L forearm, and turn around in place (4 counts).
- **R-hand star your partner:** Reach hand out and up, and touch fingertips of partner. Turn around in place (4 counts).
- **Allemande L your corner:** (4 counts).
- **Grand R and L:** Face partner, and do 1/2 an Allemande R. Let go of hand, and keep moving forward to find next person you are facing. Do 1/2 an

HOT TIME

GO! (continued)

Allemande L. Continue joining hands, passing shoulders and releasing hands until you meet your original partner on other side of square (8 counts).

- **Do-sa-do your partner:** With arms across your chest, face partner, walk forward, passing R shoulders. When back to back, take 1 step to R, and walk backwards passing L shoulders (4 counts).
- **Swing your partner:** (4 counts).
- **Promenade back "home:"** (8 counts).
- Repeat from circle sequence through to the end 3 more times (48 counts each). First, with couple #2 initiating the circle, then couple #3, then couple #4.



FUN FACT

Square dancing is truly an American invention. New England settlers and immigrant groups gathered and showed each other their various national dances. As communities grew and groups intermingled, national dances were combined. Soon, it became difficult to remember all the different moves from all the different variations. Callers emerged to call or sing the steps that the dancers would perform.

STANDARDS ADDRESSED

DANCE

#1, 2, 5, 7 Perform square dance

#6 Cardiovascular endurance

#7 Cooperation, respect for others

#3, 4, 6 Participates, appreciates, enjoys rhythmic movement

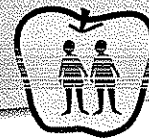
Your State (Write in here)

*SPARK™ IT UP!



Calls Included

(Use a version of "Hot Time" that includes calls when students are familiar with the steps and sequences. For example, "Square Dancing Made Easy," Del Casner producer.)

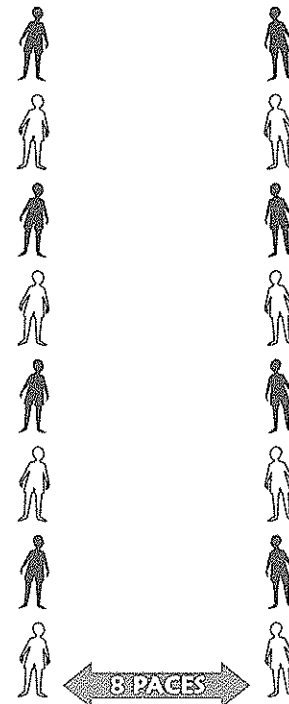


Ready...

- Music: "American Folk Dance Medley" (SPARK 3-6 Music CD, #13)
- Music player
- Virginia Reel Prompt Page (SPARK Instructional Media CD)

Set...

- Create a large activity area.
- Students in partner face-off formation; 8 paces apart in 2 parallel lines.



GO!

1. The object is to learn and practice a square dance. A square dance is a partner dance where a person calls all the moves.
2. (Describe and demonstrate each of the following steps. After each step has been taught, students try on signal.)
3. (If using co-ed partners, boys are in 1 line; girls are in the other.)
4. **Virginia Reel**
 - **Honor your partner:** Face your partner, and bow/curtsey (4 counts).
 - **Forward and back:** Walk forward 4 steps, and backward 4 steps 2X (16 counts).
 - **Allemande R:** Walk forward, meet partner. With R hand, grab their R forearm, and turn 1 full circle; walk backward to home (8 counts).
 - **Allemande L:** Walk forward, meet partner. With L hand, grab their L forearm, and turn 1 full circle; walk backward to home (8 counts).
 - **Both hands:** Walk forward, meet partner, grab both forearms, and turn 1 full circle, walk backward to home (8 counts).
 - **Do-sa-do:** With arms across your chest, walk forward, passing partner R, sides facing. When back to back, take 1 step to R, and walk backwards, passing L shoulders, and back to home.
 - **Head couple:** First pair at the top of the line join hands, and side-slide down middle (8 counts); then back to the head of the line (8 counts).
 - **Ready, cast off:** Each head person turns to outside of line and leads their line around to the foot of the lines, like Follow the Leader (16 counts).
 - **Head pair form arch:** Head pair joins hands over head to form an arch. The rest of the pairs join hands, and go under the arch (16 counts).
 - Repeat from start with new "head couple."

* Pedometer

(Need 1 pedometer per pair.) Perform the dance once through, and note the number of steps on pedometer. Next time, work with your partner to add your own twist to the dance to get more steps. (E.g., Increase space between partners, change standing segments to walking in place.) We'll do it again, and see if your twist added more steps.



WELLNESS

Now that you have done the Virginia Reel, it is time to practice the "Virginia Peel." When villages gathered for barn dances, dancers would take a break to eat a piece of fruit that had to be peeled. They became known as Peel and Reels. (Just kidding!) The point is to eat a variety of fruits. How many fruits can you name that require peeling before you eat them? Better yet, don't just name them, eat them!

STANDARDS ADDRESSED

DANCE

#1, 2, 5, 7 Perform square dance

#6 Cardiovascular endurance

#7 Cooperation, respect for others

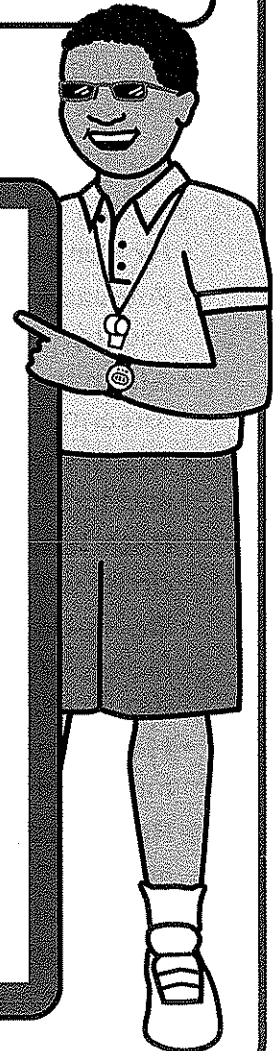
#3, 4, 6 Participates, appreciates, enjoys rhythmic movement

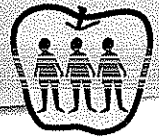
Your State (Write in here)

TONY'S TIPS

- Allow students to pick a partner they are comfortable with.

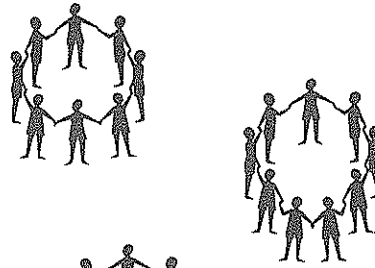
NOTES





Ready...

- Music: "Alunelul" (SPARK 3-6 Music CD, #14)
- Music player
- Alunelul Prompt Page (SPARK Instructional Media CD)



Set...

- Students in circles of 8-10; hands joined.



GO!

1. The object is to perform a folk dance from Romania.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (First, teach each step or sequence, then cue students to get ready to practice together by saying, "5, 6, 7, 8.")
3. **Alunelul**
 - **Part 1** (16 counts)
 - Start facing to your R.
 - Double grapevine step and 2 stamps: Side, behind, side, behind, side, L stamp, R stamp (8 counts).
 - Double grapevine to L, finish with 2 stamps R and L (8 counts).
 - **Part 2** (8 counts)
 - Single grapevine step to R. Finish with L stamp (4 counts).
 - Single grapevine step to L. Finish with R stamp (4 counts).
 - **Part 3** (8 counts)
 - Side step R, stamp L (1 and) side step L, stamp R (2 and) side step R, stamp L 2X (3 and 4).
 - Side step L, stamp R (1 and) side step R, stamp L (2 and) side step L, stamp R 2X (3 and 4).

* SPARK™ IT UP!

* Faster Alunelul

Speed up the tempo of the dance steps by giving each action a half beat, rather than a whole beat. Do Part 1 2X, Part 2 2X, and Part 3 1X before repeating from the top.

* Closer Together

Put your hands on the shoulders of your neighbors.



WELLNESS

Alunelul is a Romanian folk dance that means “Little Hazelnuts.” The stomping portion of the dance symbolizes an effort to crack open the nuts and eat them. Why? Because nuts are good for you! Nuts have a high-fat content that is mostly monounsaturated, or “good” fat. These help decrease the level of “bad” cholesterol. It’s best to eat unsalted, dry-roasted or unprocessed nuts. Avoid the salted, oil-roasted nuts.

STANDARDS ADDRESSED

DANCE

#1, 2, 5, 7 Perform folk dance

#6 Cardiovascular endurance

#7 Cooperation, respect for others

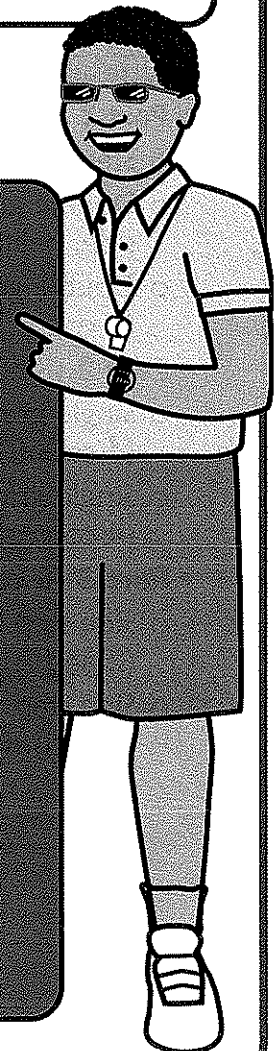
#3, 4, 6 Participates, appreciates, enjoys rhythmic movement

Your State (Write in here)

TONY'S TIPS

- Teach steps first, before joining hands.
- Memorize cues before teaching.
- Have students use a slide step if the grapevine step is too challenging.

NOTES



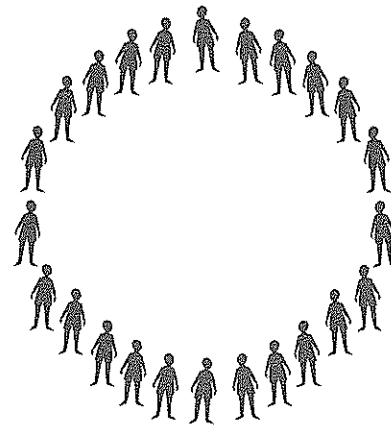


Ready...

- Music: "Cotton-Eyed Joe" (SPARK 3-6 Music CD, #15)
- Music player
- Cotton-Eyed Joe Prompt Page (SPARK Instructional Media CD)

Set...

- Students in a large circle.



GO!

1. The object is to perform a folk dance from the U.S., called *Cotton-Eyed Joe*.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (First, teach each step or sequence, then cue students to get ready to practice together by saying, "5, 6, 7, 8.")
3. **Cotton-Eyed Joe**
 - Turn to R.
 - Step-together-step R foot lead, step-together-step L foot lead 4X (24 counts).
 - Cross-kick R: Cross R foot over L shin, kick front R, then stomp feet quickly R, L, R (4 counts: 1, 2, 3 and 4).
 - Cross-kick L: Cross L foot over R shin, kick front L, then stomp feet quickly L, R, L (4 counts: 1, 2, 3 and 4).
 - Repeat both sides cross-kicks.
 - Repeat whole sequence.

CUES

- ★ The dance repeats many times, getting faster each round.

DANCE

* Parachute

Perform dance with all holding a parachute.

* Partners

(Students in 2 concentric circles.) Join hands with partner in the other circle, and move around clockwise. After each set of cross-kicks, inside circle shifts 1 student clockwise.



ACADEMIC

Language Arts (Ballads) - Nobody really knows who Cotton-Eyed Joe is or where he came from. Most accounts place him in Texas around the Civil War. Some say he was a musician, a slave, or hired ranch hand. The song is sung as a ballad (narrative story or poem with a refrain that repeats itself). Using the rhythm of Cotton-Eyed Joe, write your own ballad. Then create a dance to go with it.

STANDARDS ADDRESSED

DANCE

#1, 2, 5, 7 Perform folk dance

#6 Cardiovascular endurance

#7 Cooperation, respect for others

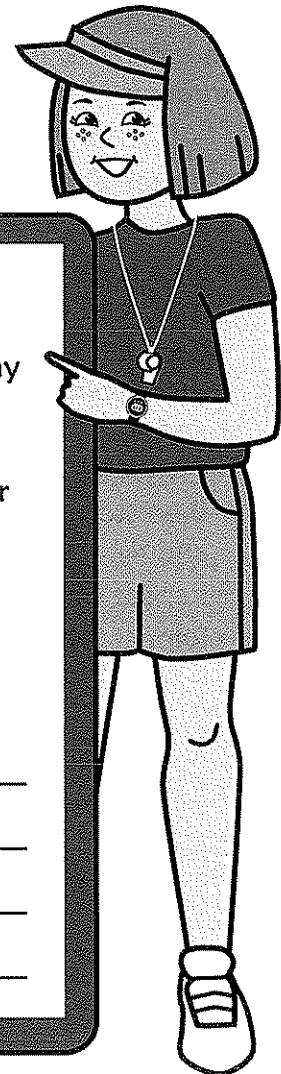
#3, 4, 6 Participates, appreciates, enjoys rhythmic movement

Your State (Write in here)

PAULA'S POINTERS

- Great to use as a warm-up for any activity!
- This is a great dance for a school performance. Have students wear bandanas tied around their necks and cowboy hats. Boots are optional!

NOTES



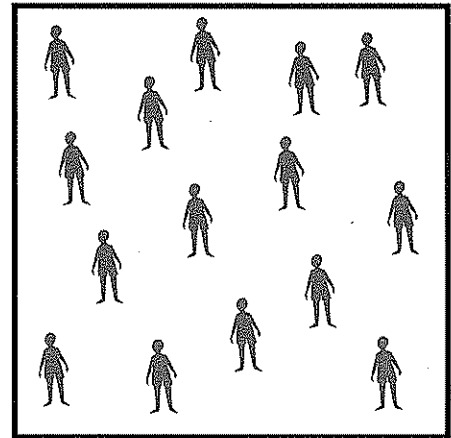


Ready...

- Music: "Irish Jig Medley" (SPARK 3-6 Music CD, #16)
- Music player
- Irish Jig Prompt Page (SPARK Instructional Media CD)

Set...

- Scatter students in large area.



GO!

1. The object is to perform a folk dance from Ireland, called *The Irish Jig*.
2. We'll learn and practice 1 step at a time without the music first. Then we'll put it all together with the music. (First, teach each step or sequence, and then cue students to get ready to practice together by saying, "5, 6, 7, 8.")

3. Irish Jig

- **12 heels (12 counts)**
 - R heel-tap, hop-change, L heel-tap. Do 6X (12 counts).
- **Chorus step (4 counts)**
 - Jump to straddle, jump to criss-cross, jump to straddle, jump together (4 counts).
- **Heel-toe-heel (12 counts)**
 - Hop on L while R does heel-tap front, toe-tap at "home," heel-tap front. Then transfer all weight onto R foot (4 counts).
 - Repeat with L foot (4 counts).
 - Repeat with R foot once more (4 counts).
- **Chorus step (4 counts)**
 - Jump to straddle, jump to criss-cross, jump to straddle, jump together (4 counts).
- **Kick the can (12 counts)**
 - Hop on L, while R does kick to front, kick to side, then pumps down 2X- front, side, down, down (4 counts).
 - Repeat with L foot (4 counts).
 - Repeat on R side once more (4 counts).
- **Chorus step (4 counts)**
 - Jump to straddle, jump to criss-cross, jump to straddle, jump together- out, cross, out, together (4 counts).
- Repeat until end of song.

* SPARK™ IT UP!

* Mix It Up

Choose your own sequence of steps. Choose the ones you like best, or practice those you need the most work on.

FUN FACT

Ireland is famous for its dance history. Basically, there are 4 types of Irish dance: reels, hornpipes, jigs and set dances. Dancers dance solo or in sets. The largest Irish dance involved 7,664 participants at an event in the Irish City of Cork on September 10, 2005.

● STANDARDS ADDRESSED

DANCE

#1, 2, 5, 7 Perform folk dance

#6 Cardiovascular endurance

#3, 4, 6 Participates,

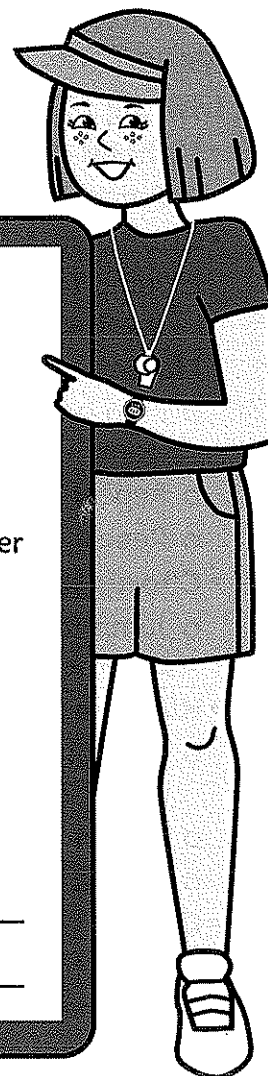
- appreciates, enjoys rhythmic movement

Your State (Write in here)

PAULA'S POINTERS

- Teach and practice the chorus before the other steps.
- Teach other steps with weight-bearing leg stationary.
- Omit kick-the-can step for younger classes.
- Due to the extreme length of this song, provide 12 counts of rest after completing all steps, if needed.

NOTES



★ Add Your Own
(Create some new moves for students to perform.
Add some from other square dances students have
learned.)

★ Kid Creations
Create your own new moves for individuals,
partners, and groups.



HOME

Make up a Scatter Home Dancing variation. Grab some friends, make up some funny calls, write them down and take turns being the caller. Try do sa do in and out of a door, circle-up 2 with the couch, elbow turn with a broom, see-saw a chair, and promenade with the dog. Who can come up with the silliest call? Remember, keep it safe. An allemande-left with the ceiling fan is NOT a good idea.

STANDARDS ADDRESSED

DANCE

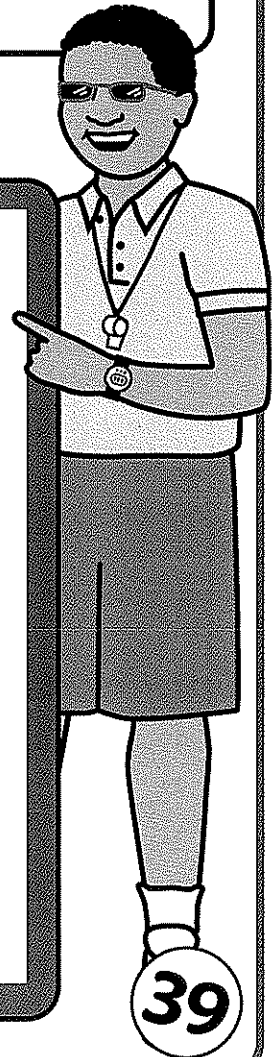
- #1, 2, 5, 7 Perform square dance
- #6 Cardiovascular endurance
- #7 Cooperation, respect for others
- #3, 4, 6 Participates, appreciates, enjoys rhythmic movement

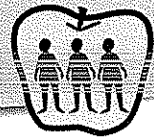
Your State (Write in here)

TONY'S TIPS

- Teach Hit-the-Lonesome-Trail first, and then instruct 2-3 calls at a time without music.
- Start the music, and call a segment. Wait for students to respond correctly before calling, "Hit the Lonesome Trail."
- After several segments are learned, give calls at random, mixing and matching as you wish.

NOTES



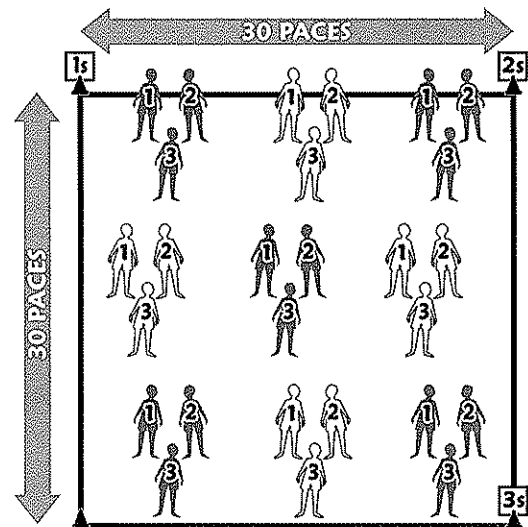


Ready...

- Music: "Pata Pata" (SPARK 3-6 Music CD, #17)
- Music player
- *Pata Pata Jigsaw Cards* (SPARK Instructional Media CD)
- 4 cones for boundaries

Set...

- Create a large activity area (30X30 paces).
- Form groups of 3; scattered in area.
- Print and cut *Pata Pata Jigsaw Cards*. Place 1 at each of 3 corners of area.



GO!

1. The object is to learn and teach a folk dance from Africa, using a technique called a jigsaw.
2. Number yourselves 1, 2 and 3. All 1s move to this corner (*point to corner with first part of dance*), 2s to this corner (*point to corner with second part of dance*), and 3s here (*point to corner with third part of dance*).
3. On signal, you will learn 1 of 3 parts of the *Pata Pata*. Practice it until the signal.
4. On signal, return to your group of 3. #1s teach your group the first part of the *Pata Pata*, then #2s add your part; and finally, #3s, add yours.
5. **Pata Pata**
 - **Part 1**
 - Toe-tap R to side, and "home," 2X (4 counts).
 - Toe-tap L to side, and "home," 2X (4 counts).
 - **Part 2**
 - Slide feet: toes out, heels out, heels in, toes in (4 counts).
 - **Part 3**
 - Knee lift R 2X (2 counts).
 - Kick forward L 2X (2 counts).
 - Jump 1/4 turn to R, pause and clap (4 counts).
 - Repeat all turning 1/4 turn to the R each round.
6. Let's all do the Pata Pata together once without the music.
7. Time to try it with the music!

★ SPARK™ IT UP!

★ Pedometer

(Need 1 pedometer per group of 4.) How many times do you need to do this dance to get 200 steps?

★ Square Dance Formation

(Students in pairs, in square-dance formation.)

★ Mirror, Mirror

Face a partner, and mirror their movements.



WELLNESS

The health benefits of dancing are well documented. Maybe that is why you see so many people young and old dancing. It's a lifetime activity, which helps reduce stress, increase energy, and improves strength, muscle tone and coordination. Square dancers have been known to cover 5 miles in 1 evening of promenades and do sa dos. Besides lowering your risk of heart disease, dancing is fun!

STANDARDS ADDRESSED

DANCE

#1, 2, 5, 7 Perform folk dance

#6 Cardiovascular endurance

#7 Cooperation, respect for others

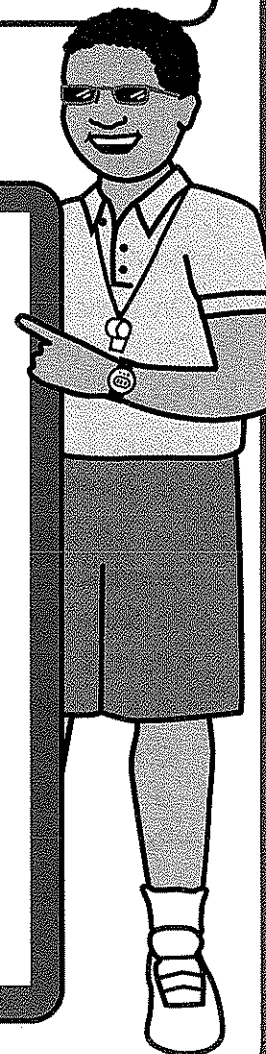
#3, 4, 6 Participates, appreciates, enjoys rhythmic movement

Your State (Write in here)

TONY'S TIPS

- After students learn the steps while scattered, try grouping them in lines of 4-5 facing forward.

NOTES



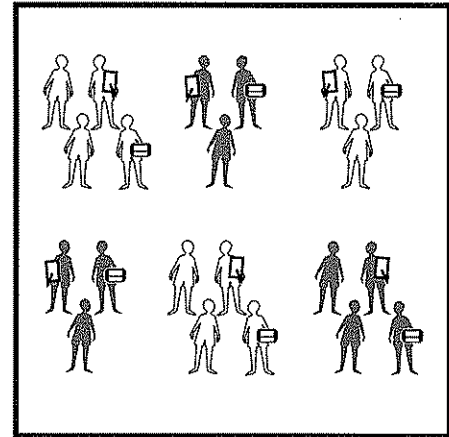


Ready...

- A piece of music (chosen by you) that your students will enjoy.
- Music player
- *Create a Dance Task Card (SPARK Instructional Media CD)*
- 1 pedometer per group of 3-4 (optional)
- 1 pencil per group of 3-4

Set...

- Form groups of 3-4; 1 per group wearing pedometer.
- 1 *Create a Dance Task Card* and pencil per group.



 = Create a Dance Card and Pencil

 = Pedometer

GO!

1. The object is to create and perform a short dance with your group.
2. Using the *Create a Dance Task Card*, work together to fulfill the requirements.
3. We'll share our dances with each other during _____ (say when).

★ Reciprocal Teaching

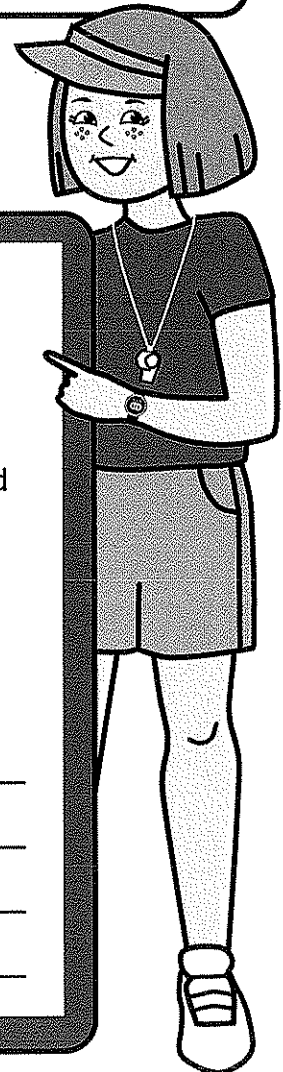
Teach your dance to another group, and they'll teach you their dance.



ACADEMIC

Science (Bones and Organs)

(Provide each student with a body-length-size piece of butcher paper and a marker. Each student lies on top of their paper, and strikes a dance pose. A friend traces their pose on the paper. Students can draw and label the bones, body systems, or muscles if they wish. Students perform their Create a Dance routine with their paper partner. Now, tape them to the wall!)



STANDARDS ADDRESSED

DANCE

#1, 2, 3 Demonstrate dance elements, skills, choreography

#6 Cardiovascular endurance

#7 Cooperation

#3, 4, 6 Participates, appreciates, enjoys rhythmic movement

Your State (Write in here)

PAULA'S POINTERS

- Prompt students to make their dance interesting to the audience by including various pathways, (curved, straight, zigzag, etc.) and directions, tempos, and levels.
- Allow students to use props for their dance.

NOTES
