

Date: 11/16

Lesson #: 3 of 4

Lesson Time: 40 minutes

Unit Topic: Dance

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of Students: 40-45

Grade: 8th

Objectives & National Standards – write a minimum of 1 objective for each category and align with NATIONAL STANDARDS

TYPE	OBJECTIVE	STANDARD(s)
Psychomotor	The student will be able to correctly perform a 32-count line dance most of the time to Beat It by Michael Jackson.	1
Cognitive	The student will understand an 8 count and how to apply it to dance movements as a form of aerobic and muscle strengthening exercise.	2
Affective	The student will be able to show an appreciation for dance as a form of exercise and fun.	5
Technology (if applicable)	Speaker, music	

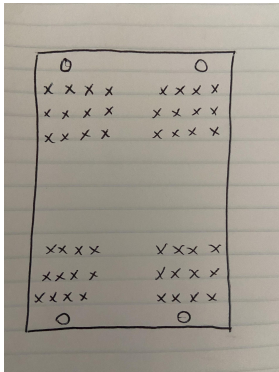
Equipment/Supplies:

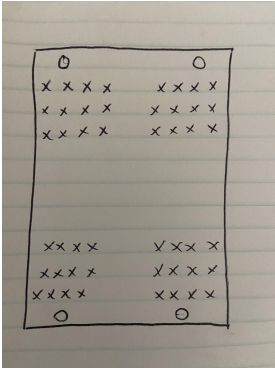
- Speaker
- Cones

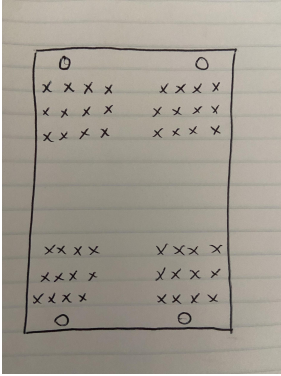
LESSON CONTENT & PROGRESSIONS	TEACHING CUES	TEACHING BY INVITATION & INTRA-TASK VARIATION	MANAGERIAL STRATEGIES	SAFETY	ASSESSMENT
<u>Instant Activity- Chicken Dance (2-3 Minutes)</u> Students will be instructed to get into their squad lines and will turn around to face the inside of the basketball court. After SI: YMCA Dance Students will follow along with the instructors to the YMCA dance. We will go through the entire song to get students moving and warmed up. For the few seconds before the lyrics can start, students will march in place.	Warming up elevates body temperature which keeps your muscles, ligaments, and joints loose, lowering your chances of injury or strain. Dance warmups are essential for reducing injury risks, muscle soreness, increasing agility, and increasing blood flow. Squats:	TBI: Students have parts in the song where they can free dance. TBI: Students can choose their desired intensity for the dance routine.	Students will be in the squad lines turned around towards bleachers for the set induction and instant activity.	Have students put down any water bottles or anything else they have brought with them. Make sure students keeping enough space between them and others.	Are students warming up safely using the cues and proper form? Are students moving with intent to increase their HR? Are students doing squats with proper form?

Before the song, tell students lots of these movements will make a circle so we will be turning in each direction. Tell students we will always go to the right when switching directions first! For the first verse: -Students can complete 4 squats for each 8 count and face different directions each time. Starting facing forward, then to the right, then to the left. -For the 2nd set of 4 8-counts, students will do jumping jacks in a circle starting forward, turn right, turn back, turn left. Fist bump for 5 beats before chorus. This will cover the verse and lead them to the YMCA chorus where they can do the normal YMCA movements with their arms. In between YMCA moves, students can step clap for 8 beats. For the second verse: -Students will march in place will completing arm circles for an 8 count, then switch to arm circles going backwards, arm circles going forward again -jumping jacks will be for the second 8 counts facing each direction again Fist bump 5 beats before chorus. YMCA chorus as normal and step clap between each beat before the next YMCA. For the third verse:	-weight on back of heels -sit into chair -chest up Jumping jacks: -x's -l's Butt kickers: -heel to butt -one leg at a time Arm circles: -arms straight -tiny circles				
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-Students will do butt kickers facing each direction as the first 4 8-count movements. -Students will do jumping jacks facing each direction in a circle for the second set of 4 8-counts. For the final YMCA chorus, students will do the YMCA movements with their arms and step clap between each YMCA. Students can free dance after the final chorus/during the outro and complete the YMCA arm movements to end the song.					
<u>Set Induction</u> Before IA: Hi everyone! Today you are continuing your fitness dance unit. Remember, dance is not only a fun way to move our bodies, but a great way to get aerobic and muscle strengthening exercise. Today we are going to learn 4 new 8 counts to the song "Beat It," by Michael Jackson. The moves you learn today for this song will be fitness movements that work on increasing our heart rates. Before we learn our dance, let's do our instant activity warm-up and then we will split you up to start learning the dance. Transition into first activity: We are going to demonstrate the Beat It dance before we get into the groups	After getting your number, hold up the finger correlated to the number, so we know where you are going to go.		Students will be in the squad lines turned around towards bleachers for the set induction and instant activity.		Are students giving their undivided attention to the teacher?

so you all can see what it looks like. (Demonstrate entire Beat It dance) Students will be counted off by 4's. Tell students to hold the number they are assigned up on their fingers, so we know where they are going. 1's-> You are with Chase over there. 2's-> You are with Meghan over here. 3's-> You are going with Brandon over there. 4's-> You are going with Sam.					
<u>Activity/Task</u> Beat It Dance Freestyle from 0:24-0:37 Start dance at 0:38-0:51 (1 round) All 4 rounds – 0:38-1:33 1st 8-count Walk forward R, L, R, L knee up and arms up (1,2,3,4) Walk forward L, R, L, R knee up and arms up (5,6,7,8) 2nd 8-count 2 squats - Down (1,2) Up (3,4) - Down (5,6) Up (7,8) 3rd 8-count Grapevine to R side, hands on hips (1,2,3,4) - R foot steps to side - L foot steps behind R - R foot steps to side again - L foot steps together with R and clap Grapevine to L side, hands on hips (5,6,7,8) - L foot steps to side - R foot steps behind L	Remember to follow the 8-count throughout the entire performance of the song, try to keep the rhythm going. Use the lyrics to help you remember the movements. Relating words to movements can be helpful when remembering and performing a dance.	TBI: Students have a freestyle portion of the song, where they can choose any dance movement or exercise, they please.	Students will be assigned to their teacher in one of the four corners of the gym.  O = Teachers X= Students spread out in 3 different lines. There can be a cone in each corner so students can see where they are meeting once assigned to a group.	Students will be split into their own groups, placed into rows, and have proper space between other students while completing the dance. This will allow room for students to safely perform fitness dance moves to the song.	

- L foot steps to side again - R foot steps together with L and clap 4th 8-count Step back R and R arm out to side, L and L arm out to side, R and R arm goes down to side, last step with L footsteps together with R and L are goes down to side (1,2,3,4) 2 jumping jacks (5,6,7,8) Then start it all over again and do it 4 times Teach 1st 8-count Try with music (2x) Teach 2nd 8-count Try 1st and 2nd with music (2x) Teach 3rd 8-count Try 1st, 2nd, and 3rd with music (2x) Teach 4th 8-count Try 1st-4th with music (2x) Complete full dance with music including freestyle at beginning (2x)					
<u>Transition</u> Wow you guys are killing it with this dance today. Sam: "I think that I have the best group." Chase: "Oh no way...I definitely have the best group." Brandon: "There's no chance you are better than my group." Meghan: "The only way to settle this is to have a dance off!"	Have teachers argue a little over whose group is the best to get the kids excited for a dance off to see who the best is.		 Students will still be in their corners during this transition into the dance off.		

<u>Activity/Task</u> Dance off Students will perform the 32-count they learned to the Michael Jackson song beat it. One group will go at a time while the other groups watch as judges. After each group performs, we will vote and see who we thought the best group was and declare a winner.	Remember to follow the 8-count throughout the entire performance of the song, try to keep the rhythm going. Use the lyrics to help you remember the movements. Relating words to movements can be helpful when remembering and performing a dance.		Students will be spread out still in their designated corners. Other groups can turn and watch the group performing.  O = Teacher, so there are 4 different teachers, 1 in each corner X = students in 3 separate lines.	Students will be spread out in their separate corners. When watching the other group perform, they will still be staying in their corner areas giving safe space. The group performing the dance will be organized in lines and have safe space between each student.	Students will be the accessors of this dance off. At the end we will ask who thought group 1 did the best? Group 2? Group 3? Group 4? Will tell student's they cannot vote for their own group because we are probably going to have to assume they would vote for themselves.
<u>Transition</u> Everybody Freeze! When I blow my whistle, everyone can turn into the middle for our closure and then we will get you all out of here!					
<u>Closure</u> Amazing job today everyone! Can someone tell me what we used to count our dance moves today to keep us on beat? How many counts total was the "Beat It" song today? Can someone name a dance move we used today that would be considered fitness for a lower body movement?	-8 count! -32-counts! -Squats!		Students can stay in their dance groups but will face the middle of the classroom, where the teacher will be closing them down.		Are students giving their undivided attention to the teacher?