

Arts Education Project Communication Form

Date:	Classroom Teacher:	Discipline: Dance Grade Level: Third
VAPA Teacher:	Room #:	Lesson #5 & 5.5: Stepping

Lesson Objective:

I can demonstrate sequencing, form and rhythm.

Key Vocabulary:

rhythm - the patterning or structuring of time through movement or sound

sequence - a series or chain in a specified order

stepping or step dance - is a form of percussive dance in which the participant's entire body is used as an instrument to produce complex rhythms

structure - the organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, A BA or theme and variation); often referred to as choreographic form

time - an element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.



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<https://www.youtube.com/watch?v=Cu5UHMUOuuI&list=RDCMUCsJbboIjkvAkxbnEu6w3nyg&index=25>

<p style="text-align: center;">Dance – Third Grade</p> <p style="text-align: center;">Lesson 5 & 5.5 – Stepping</p>	
<p>CALIFORNIA ARTS STANDARDS</p> <p>3.DA:Cr1 – b. Explore a given movement problem. Select and demonstrate a solution.</p> <p>3.DA:Cr2 – a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures.</p>	
<p>OBJECTIVE: I can demonstrate sequencing, form and rhythm.</p>	
<p>VOCABULARY: accent, beat, rhythm, tempo</p>	
<p>INSTRUCTIONAL MATERIALS:</p> <ul style="list-style-type: none"> • Daily agenda/presentation • Computer, projector, speaker • Communication form • Painter's Tape • Drum (optional) • stepping facts • form examples 	<p>MUSIC TRACKS:</p> <ul style="list-style-type: none"> • Any with a strong beat
<p>VIDEOS (for display):</p> <ul style="list-style-type: none"> • Stepping Video • Mindfulness Moment 	<p>SET-UP:</p> <ul style="list-style-type: none"> •
<p>OTHER RESOURCES:</p> <ul style="list-style-type: none"> • Be Arts Smart rules poster • Be Arts Smart - demo track • Stepping Phrases 	<p>EXTENSION RESOURCES:</p> <ul style="list-style-type: none"> • Cha Cha Slide video (for teacher reference) • Cupid Shuffle video (for teacher reference) • Watch Me video (for teacher reference) • The Git Up

ENTRANCE

Instrumental music

1. Greet students outside the classroom and give them instructions.
2. Have students enter the classroom, following you, playing follow the leader. Lead the students into a circle and have them sit. As needed, adjust individuals in the circle or instruct everyone to hold hands to form a circle.
3. Optional: play an instrumental music track as you enter. Stop it when students are settled.

OPENING / WARM UP

Greeting (1 minute)

1. Introduce yourself to the students, and tell them this is dance class.
2. Show and read aloud today's "I Can" statement: "I can demonstrate sequencing, form and rhythm."

Be Arts Smart (3 minutes)

Sing a cappella

1. Show students the "Be Arts Smart" poster with rules. Read the rules and explain as needed.
2. Instruct students to echo you as you sing the "Be Arts Smart" song.
3. Sing "Be Arts Smart", prompting students to echo you.
4. Say: *When I need your attention, I will...* Then explain your attention-getter.
 - a. Example: I will say "Kids, are you ready?" Students will say "Yes, yes, yes!" while nodding and clapping on each word.

Pass the Move (3 minutes)

1. Keep students standing in the circle. Adjust the balloon circle size as needed during this activity.
2. Explain that you will turn to the person on your left and move a body part (non-locomotor). They should turn to the person on their left and make the sound. The move should travel around the circle. The purpose is to see how quickly the move makes it around the circle. You do NOT have to wait until the move has made it around the circle to start the next move. You can also repeat move.
 - a. Wave "hi"
 - b. Stomp
 - c. Hop one time
3. For an advanced class:
 - a. Try two moves.
 - b. Start moves closer together.
 - c. Start two of the same moves going in opposite directions.
 - d. Start two different moves going in opposite directions.

LESSON

Introduce Dance Style - Stepping (20 minutes)

Music: Any with a [strong beat](#);

1. Watch [Stepping Video](#)
2. Introduce stepping with some [stepping facts](#).

3. Dance Steps:

- a. Step dance: (Rhythm for all steps 1, 2 and, 3, 4)
- b. Step "A"
 - i. Stomp right (count 1)
 - ii. Clap right side of body by shoulder (counts 2 and)
 - iii. Stomp left (count 3)
 - iv. Clap left side of body by shoulder (count 4)
- c. Step "B"
 - i. Stomp right (count 1)
 - ii. Clap front of body, behind body (counts 2 and)
 - iii. Stomp left (count 3)
 - iv. Lift bent right leg behind left. Slap foot with left hand and chest with right hand elbow at 90 degree angle (count 4)
- d. Step "C"
 - i. Stomp right (count 1)
 - ii. Lift bent left knee in front of body (like walking upstairs) Clap above knee, below knee (counts 2 and)
 - iii. Stomp left (count 3)
 - iv. Bend and hit floor with right hand (count 4)
- e. Note: If students are having trouble keeping the rhythm, have them orally say the counts in rhythm while still and then while moving.
- f. Practice the moves until students can successfully perform them with little teacher guidance.
- g. Play music and have students dance step each move 4 times through (16 counts).

Small Group Work - Stepping (12 minutes)

Music: Any with a [strong beat](#);

1. Explain assignment: *Now it is your turn to solve a movement problem. Using the SAME RHYTHM, invent a dance step "D" that you can teach to the rest of the class. It must have the same rhythm and be repeatable.*
2. Arrange dancers into groups of up to four.
3. Allow students to create a dance move with the same rhythm.
4. Teacher observes the students and helps where necessary.
5. If there is time, allow groups to demonstrate/teach their phrase to the class.

Introduce Concept - Form (2 minutes)

1. Explain form. *Form is the dance structure. Dance can be structured in a pattern or around a theme or story.*
2. Display [form examples](#). Say: *Each letter represents a move or phrase.*
3. Take student movement suggestions and practice each form.
 - a. Example: A is march; B is clap; C is turn.

Small Group Work - Stepping (12 minutes)

Music: Any with a [strong beat](#);

1. Place dancers in groups of up to four.
2. Ask students to use the step dance phrases in different dance structures.
 - a. ABA
 - b. ABCD
 - c. ABACADA

Small Group Work - Sequence (20 minutes)

Music: Any with a [strong beat](#);

Advanced

1. Arrange dancers in groups of four.
2. Procedure
 - a. Arrange the step moves into a sequence (3 learned and 1 original)
 - b. They can be in any order for any length of time. Each move must appear 4 times for a total of 64 counts.
 - c. Examples:
 - i. Step "A" (x 4), step "C" (x 4), step "D" (x 4), step "B" (x 4).
 - ii. Step "B" (x 2), Step "A" (x 2), step "C" (x 2), step "D" (x 4), step "C" (x 2), Step "A" (x 2), Step "B" (x 2)
3. Encourage students to be creative in their structure or choreographic form. (The examples above are ACDB and BACDDCAB respectively.)
4. Have students perform their sequences for other groups.
5. *Think-Pair-Share: What form do you like the best and why? How does form change the feeling of the dance for the audience?*

Performance (10 minutes)

1. Discuss appropriate audience behavior.
 - a. A good audience member watches, listens, and responds positively.
2. Have each group show their dance phrase (with or without music, their choice) to their peers.
3. Ask: *How did the dancers show accent?*
4. Optional: record students and display recordings. Have students self-assess and discuss.
 - a. What works? What doesn't work? How could it be changed?

CLOSING

Reflection (3 minutes)

1. Have students sit back down.
2. Introduce the concept of "Fist to Five" – How well do you feel you accomplished the objective? Fist means "I cannot do it, not even a little," while five is "I have mastered this skill and I can teach someone else."
3. Show and read aloud today's "I Can" statement: "I can demonstrate sequencing, form and rhythm."
4. Ask students to show you a fist, 1, 2, 3, 4, or 5 fingers to show their self-assessment.

Mindfulness Moment (2 minutes)

1. Introduce the mindfulness moment.
2. Ask students to put their hands on their belly, and close their eyes or look down at their hands.
3. Guide students to take three slow, deep breaths.
 - a. Count "in, 1,2,3" for each breath in, and "out, 1,2,3" for each breath out.
 - b. Ask students to focus on whether they can feel their hands being moved.
4. Play <https://www.youtube.com/watch?v=0M9PygnFg3Y> and lead students in breathing.
5. Alternatively or additionally, you can teach them Star Breathing
 - a. Spread one hand out like a star.
 - b. Use the index finger on your other hand to trace the outline of your star hand.
 - c. Breathe in as you trace up each finger and out as you trace down each finger.

Exit (2 minutes)

1. Ask students if there is a class line leader. If so, have them stand by the door.
2. Dismiss one or a few students at a time to line up at the door.
3. Have students echo you in singing "Be Arts Smart" as you exit.

EXTENSIONS – if you have extra time before Closing

Line Dance

Music: [Cha Cha Slide](#), [Cupid Shuffle](#), [Watch Me](#), [The Git Up](#)

1. Arrange students in personal space.
2. Have students perform dance while calling out dance element prompts.
 - a. For example: Low level, wiggly energy, or slow motion.