

Let's dance

LESSON 1 BRAINSTORMING. DEFINE WHAT IS DANCE- RHYTHM-BEAT -CHOREOGRAPHY, IDENTIFY THE FIRST BEAT IN A SONG. PERFORM TWO DANCES.

Activity 1: Brainstorming. What do you know about dance? Time 10 minutes.

First activity: In pairs ask your classmate about dance, and write your ideas in your exercise book.

Do you like dancing?

Student 1: Do you like dancing?

Student 2: Yes I do, because....

Student 2: No I don't, because....

What music do you like?

Student 2: What kind of music do you like?

Student 1: I like pop music, because.....

Student 2: I like pop music, but I prefer.....

Do you know any local dances?

Student 1: Do you know any local dances?

Student 2: I saw a traditional dance in Malè.

Activity 2: Define what dance, rhythm and beat are? Time 20 minutes

Dance is a performance art form. It consists of selected **sequences** of [human movement](#).

It **depends on the function and the purpose** (social, ceremonial, competitive, martial, or sacred/liturgical). There are many type of dance: martial arts, gymnastics, figure skating, synchronized swimming, **line dance**, and many other forms of athletics.

Dance was influenced **by the time and place of origin**: the first form of dance **goes back to 9,000-year-ago in India** and has developed from the past to now. Dance is also connected with the different cultures of its origins: In Latin and South America **dance is central to social life and culture**. Some examples: Brazilian Samba, Argentinian tango, and Cuban salsa are internationally popular partner dances, and others are national dances like: salsa, merengue, cumbia.

Italy is influenced by European and American Culture and we can define many different genres of dancing: **classical dance, modern dance, hip hop, disco dance and rock and roll dance**. Every place has a typical history and **culture** and is represented in ethnic dance.

What is choreography, rhythm and beat?

Choreography is the art of composing ballets and other dances. To perform a choreography, it is important to plan and arrange the movements, steps, and patterns of dancers. The music is divided into many **sequences**, defined by their own rhythm and sounds.

Rhythm is an ordered alternation of contrasting elements. Generally it means a movement marked by the regulated succession of **strong** and **weak elements** or of opposite or different conditions. In music, rhythm is the timing of events (sound and silent).

The unit of time of music is the **beat**.

Adapted by Wikipedia rhythm.

To create a choreography, it is really important to follow the rhythm of the music to **identify the first beat in a song**. With the first beat a sequence of movement begins.

Activity 3: Competence: Identifying the first beat of a sequence in different songs. Time 20 minutes

- **Listening to the CD** (CD Music Of The Millennium - 2000 – Emi. Songs: Track 1 “Imagine” John Lennon, track 2 “No Woman no cry” Bob Marley, track 5 “With or without you” U2).
- **Identifying the sequence in a song.**
- **Counting from one to eight** and following the rhythm.
- **Identifying the first beat and clap your hands.**

Activity 4: Perform two group dances. Time 40 minutes

Procedure: Gioca Jouer (English Version, I-tunes).

- Listening to the music and recognize the rhythm and the first beat. Claudio Cecchetto - Gioca Jouer (English Version, I-tunes).
- The teacher performs the movement of the dance. Every move is performed four times and takes 2 counts. The first move is on the left. (identify the move, define the move, count without music and with the music) The movements are: do sleep, show your hands, do the hiker, do the sneeze, do the walk, do the swim, do the ski, spray, show your staff, blow your horn, ring your bell, it's ok, give us a kiss, comb your hair, catch you later, superman).
- Perform with the class.

Procedure: Perform the song YMCA (Village People I-tunes).

- Listening to the music and recognize the rhythm and the first beat.
- The teacher performs the first sequence of movement (identify, define the movement, counting without music and with the music), and repeat with the student until it is correct.
- The teacher performs the second sequence of the dance and repeats (identify, define the movement, count without music, with the music).
- Add the first sequence to the second and so on, until the end of the song.

Move 1 **march**: march X 7 sequences.

Move 2 **young man**: open left leg, open right leg (2 counts), right arm cross to the left and go to the right (6 counts), clap your hands twice (1 count). Repeat 3 times with the other arm.

Move 3 **hands up**: right arm up, left arm up (2 counts), right arm cross to the left and touch your waist, left arm cross and touch your waist (2 counts), touch your left hip with the left hand and you right hip with the right hand.

Repeat move 2 and move 3.

Move 4 **push**: arms forward and elbows backward (2 counts) X 4 times.

Move 5 **YMCA**: arms up (1count), hands to the shoulders (1count), arms to the left (1count), arms to the right (1 count), bend your knees and arm down and turn your arms like a wheel (4 counts). Repeat the sequence twice.

Move 6 **step touch**:(2 counts) and clap your hands and repeat the move 4 times. Repeat the sequence twice.

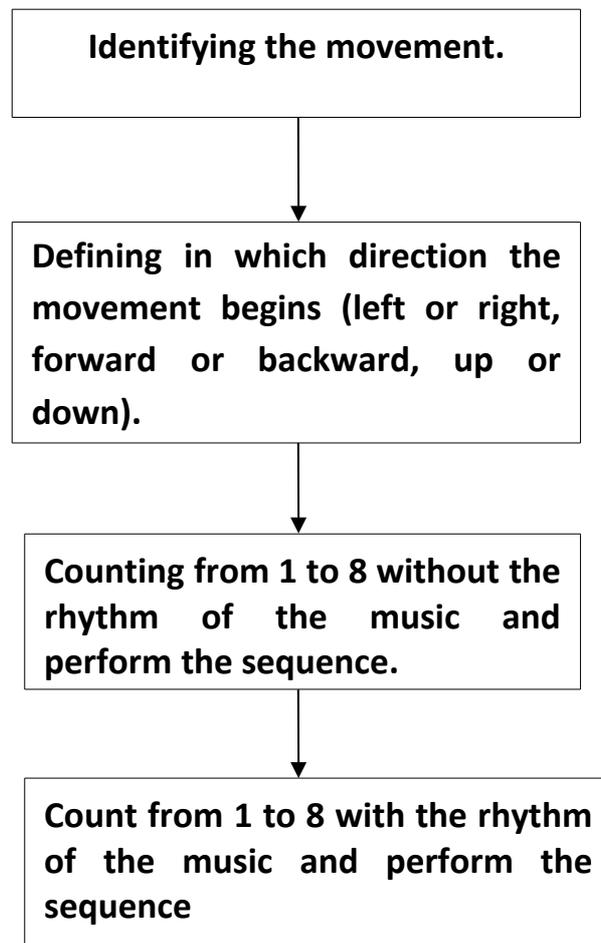
Repeat the sequences 1-2-3-2-3-4-5-6.

LESSON 2. COMBINE AND PERFORM FOUR SEQUENCES, PEER EVALUATION.

Activity 1: Activating prior knowledge: The teacher asks the students about the previous lesson: What is dance, rhythm and beat? **Time 5 minutes.**

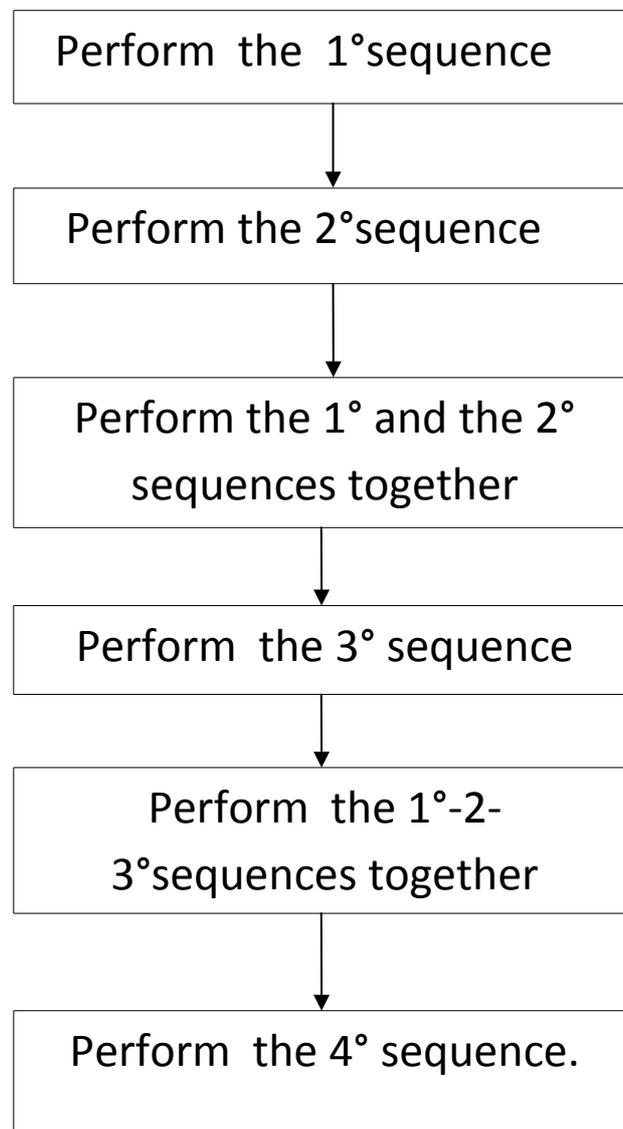
Activity 2: The students **copy the competence in their workbook: perform a sequence, perform a choreography** and also I give them a **copy of the basic line steps. Time 20 minutes**

Competence: Perform a sequence of movement.



Competence: Perform a choreography.

To perform a choreography, is important **to follow the procedure**, and add the sequences in this way. The sequences could be repeated many times, they depend on the rhythm, and the sound of the music.



Activity 3: The teacher combines four basic steps of line dance and performs a choreography. Time 20 minutes

Go to the gym and learn some steps of line dance. Line dance has many types of steps. The teacher performs different types of steps with the students, follows the procedure to perform a sequence and to perform a choreography.

Music: CD 2004 Grammy nominees. (BEYONCE' FEATURING JAY-Z "Crazy In Love" track n°1

Basic step of line dance.



March: walking with your knee up.



Toe step: side step and touch with your toe and return. (2 counts)

Step out: side step and close with the other leg. (2 counts)



Lunge : side step, forward or backward lunge and close. (2counts).

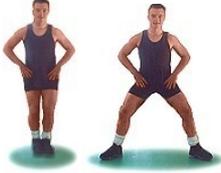
Knee up: knee up and return (2counts).



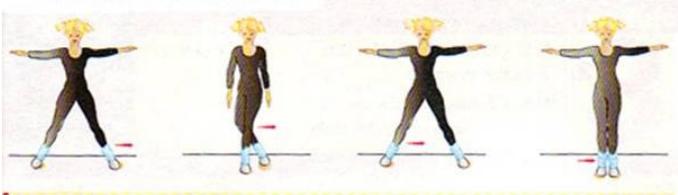
V step: march and diagonally open your first leg, open your second leg, close the first leg and close the second leg. (4counts)



Jumping Jack: jump and open your legs and jump and close your legs (2counts).



Grapevine: open your leg, cross behind, open your leg and close (4 counts).



Pictures: http://www.benessere.com/fitness_e_sport/ginnastica/aero_passibase.htm

Picture V step: <https://www.skinnymom.com/v-step-with-overhead-reach/>

Picture Grapevine: ginnastica aerobica <http://ambretti.altervista.org/ginn-aerobica.htm>

Activity 4: Competence: In pairs combine four different sequences of movement. Time: 20 minutes.

Following the procedure to perform a sequence, perform a choreography and the basic line steps. The teacher explains what the student have to do, gives them a copy of the dance peer evaluation handout and tells the students the criteria of the peer evaluation of the teacher and of the students.

Evaluation criteria of the teacher:

- Can the students evaluate and recognize their own success.
- Can they recognize what they do well and what they find difficult.
- Are they aware of the value of peer evaluation.

Evaluation criteria of the students:

- Peer evaluation sheet.

Role: a student counts and follows the rhythm of the music; the other controls the execution of the movement and the procedure.

Language structures:

I prefer grapevine because.. I agree but.. I disagree because...

Example of communication:

Student 1: I am the counter.

Student2: I am the controller.

Student1: What sequence do we perform?

Student2: Step out.

Student 1: I prefer the line step grapevine because...

Student 2: I agree with you, because...

The students perform.

Student2: It isn't right! Don't do it to the left but to the right. Repeat it again.

Or Student2: You're right, but it is better to do it another time.

Student1: OK.

Student2: well done.

Activity 5: Peer evaluation. During the last performance the students fill in the Peer Evaluation handout. Time 5 minutes

Yes = 5 points

Sometimes= 3 points

No = 1 point

Dancer's Name:

Evaluator's Name:

Student performed ALL steps correctly:

	yes	sometimes	no	total
Student performed ALL steps correctly.				
Student performed ALL dance steps in a correct sequence.				
Student followed the correct rhythm of the music.				
Student is motivated to participate in the dance.				

Yes = 5 points

Sometimes= 3 points

No = 1 point

Dancer's Name:

Evaluator's Name:

Student performed ALL steps correctly:

	yes	sometimes	no	total
Student performed ALL steps correctly.				
Student performed ALL dance steps in correct sequence.				
Student followed the correct rhythm of the music.				
Student is motivated to participate in the dance.				

[Adapted by](#)

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132779#.VyojITG9HGL>

Language structures :

Communication in pairs about the peer evaluation.

I give you 5 points because...

I agree with you but... because...

Activity 6: The teacher collects the peer evaluation sheets and analyzes the task with the students. Time 10 minutes

The teacher collects the peer evaluation sheets and gives the students feedback about the task. Also the teacher takes some votes about the peer assessment.

Teacher assessment criteria:

- Can evaluate and recognize their own success.
- Can recognize what they do well and what they find difficult.
- Are aware of the value of peer evaluation.
- Can communicate and collaborate with their classmates.

Example of communication:

The teacher agrees with the students, because.. or but...

The student disagrees with the teacher because..

Activity 7: The teacher gives two homework tasks to the students. Time 5 minutes.

1. Create a sequence of movements. The students can research on the Internet or create their own.

2. Study the procedure to perform a sequence and to perform a choreography.

LESSON 3 CREATE A CHOREOGRAPHY.

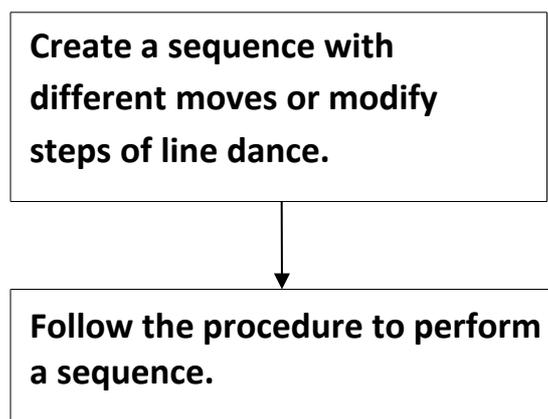
Activity 1: Activating prior knowledge. The teacher asks the students about the previous lesson:

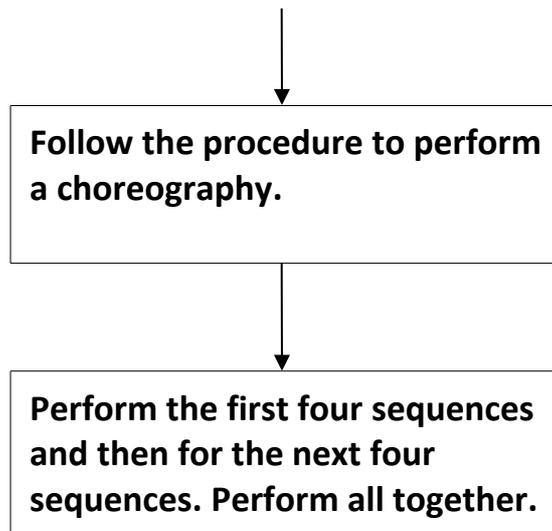
What is dance, rhythm and beat? What is the procedure to perform a sequence and the procedure to perform a choreography? What are the steps of line dance. **Time 5 minutes**

Activity 2: Competence: How to create a choreography of 8 sequences. Time: 5 minutes.

In class the teacher explains how to create a choreography of 8 sequences. The students write the procedure to create a choreography in their workbook.

Follow the procedure to create a choreography:





Activity 3: defining the roles and form groups of 4 students. Time 15 minutes.

The teacher explains the roles to perform a choreography and the students write it in their workbook.

- 1. Controller (controls that the moves are correct).**
- 2. Controller of the procedure (controls that the group follows the procedure).**
- 3. Counter (follows the rhythm of the music and counts from 1 to 8)**
- 4. Writer (writes the name of the sequences). During the performance it is important to write the name of the sequences to understand the tasks and to memorize them more effectively.**

Example of discussion in group:

In groups, the students suggest movements to create the first sequence. (Beginning position and movement).

Controller of the procedure: We are going to do the first sequence. First, create the movement, then define in which direction the movement begins (left or right, forward or backward, up or down), then count without the music and count with the music.

Counter: Count without the music and with the rhythm of the music.

Controller: Perform the first sequence together many times and correct the movements. Perform another time.

Controller: Now it is correct. Give a name to the sequence: March forward.

Writer: I wrote in my workbook. Sequence 1 : March forward.

Controller of the procedure: We are going to do the next sequence. First, create the movement, then define in which direction the movement begins (left or right, forward or backward, up or down). And then we add the first sequence at the second.

The teacher forms groups of 4 students and assigns the roles.

Language structures :

Communication in groups about how to create a choreography.

I agree with you but... because...

In my opinion, it is better to perform.....

Activity 4: defining performance assessment criteria. Time 5 minutes

The teacher tells the students the assessment criteria of the performance (creativity, following the rhythm and individual performance), the students can see it on the interactive white board.

Performance assessment criteria.

Creativity	Following the rhythm	Individual performance
The group can create 8 sequences with different movements of the basic steps of line dance. Vote 10	The student can follow the rhythm of the music with good timing of movement. Vote 10	The student performs the dance using control and fluency of movement. Vote 10
The group can create 4 sequences with different movements and 4 sequences with the basic steps of line dance. Vote 8	The student can follow the rhythm of the music with almost good timing of movement. Vote 8	The student performs the dance using control of movement. Vote 8

The group can combine 6 sequence of basic line dance. Vote 6	The student has difficult in following the rhythm of the music. Vote 6	The student sometimes performs the dance using control of movement. Vote 6
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Activity 5: Competence: perform a choreography. Time 55 minutes

The students go to the gym and **begin to create the choreography** of 8 sequences. They have to work in groups and to follow the procedure of the sequence and the procedure of the choreography. Also I remind students to respect the roles.

Music: CD 2004 Grammy nominees.(BEYONCE' FEATURING JAY-Z "Crazy In Love" track n°1).

The teacher observes the performance of the students and gives instructions to each group. Corrects and defines the movements, following the rhythm and following the procedure to create a choreography.

Activity 6: At the end of the lesson, the teacher gives the students two homework tasks. **Study for the language assessment** (definitions , basic line steps and procedure). **Create another sequence** for the choreography. The students can research it on the internet or create it on their own. **Time 5 minutes.**

LESSON 4 LANGUAGE ASSESSMENT, COMPLETE THE CHOREOGRAPHY AND PERFORMANCE ASSESSMENT.

Activity 1: LANGUAGE ASSESSMENT: LET'S DANCE

In class, the students perform the language assessment. Time 10 minutes.

The language assessment has 30% and the performance assessment has 70% of the summative assessment.

Assessment criteria of the teacher for the language assessment:

All the answers correct: vote 10

5 answers correct: Vote 8.

3 answers correct: Vote 6

Tick the correct answer and fill the gap.

1. What is dance?

Dance is a performance art form.

Dance is music.

Dance is rhythm.

2. What is a beat?

Beat is silence.

Beat is the unit of time of the music.

Beat is the timing of events.

3. Order the procedure of a sequence.

1-2-3-4

Counting with the rhythm of the music

Identifying the movement.

Counting from 1 to 8 without the rhythm.

Defining in which direction begins the movement

4. What are the four roles to perform a choreography?

5. What is this basic step of a dance line?



6. What is this basic line step of dance?



Activity 2: Explanation how to complete the choreography of 8 sequences. Time 15 minutes.

The teacher reminds the students to work in groups, to follow the procedure of the sequence and the procedure of the choreography. Also I remind the students to respect the roles and the assessment criteria of the performance.

Roles of the group:

- 1. Controller** (controls that the movement are correct).
- 2. Controller of the procedure** (controls that the group follows the procedure).
- 3. Counter** (follows the rhythm of the music and counts from 1 to 8)
- 4. Writer** (Writes the name of the sequences). During the performance, it is important to write the name of the sequences to understand the task and to memorize them more effectively.

Music CD Grammy nominees (Beyoncé featuring Jay-z “Crazy in Love”)
Track N° 1.

Language structures :

Communication in groups about how to create a choreography.

I agree with you but... because...

In my opinion, it is better to perform.....

Activity 3: Competence: complete and perform the choreography. Time 50 minutes.

Go to the gym and the students complete the choreography. During the lesson, the teacher motivates the students to speak English, to repeat the performance, to follow the procedure and rhythm and to write the name of the sequences. At the end, all groups perform the choreography in front of the class.

Activity 4: Competence: Performance assessment in front of the class.

Time 20 minutes

The teacher plans to assess: creativity of the moves, following the rhythm, and individual performance.

At the end of each performance **the teacher gives a grade to the students and analyses with them the performance.**

Surname Name	Creativity	Following the rhythm	Individual performance

Performance assessment criteria.

Creativity	Following the rhythm	Individual performance
The group can create 8 sequences with different movements of the basic steps of line dance. Vote 10	The student can follow the rhythm of the music with a good timing of movement. Vote 10	The student performs the dance using control and fluency of movement. Vote 10
The group can create 4 sequences with different movements and 4 sequences with the basic steps of line dance. Vote 8	The student can follow the rhythm of the music with almost good timing of movement. Vote 8	The student performs the dance using control of movement. Vote 8
The group can combine 6 sequence of basic line dance. Vote 6	The student has difficult in following the rhythm of the music. Vote 6	The student sometimes performs the dance using control of movement. Vote 6

Language structures :

Communication in groups about the performance assessment.

Teacher: I give you this vote because...

Student: I agree with you, teacher, but... because...

Copy for students.

LANGUAGE ASSESSMENT: LET'S DANCE

Tick the correct answer and fill the gap.

1. What is dance?

Dance is a performance art form.

Dance is a music.

Dance is rhythm.

2. What is a beat?

Beat is silence.

Beat is the unit of time of the music.

Beat is the timing of events.

3. Order the procedure of a sequence.

1-2-3-4

Count with the rhythm of the music

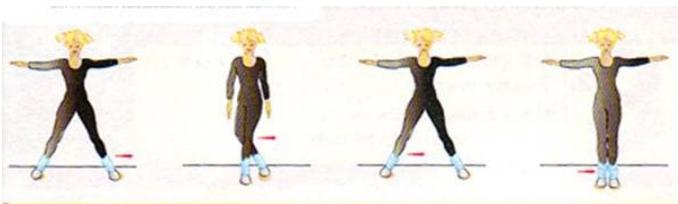
Identifying the movement.

Counting from 1 to 8 without the rhythm.

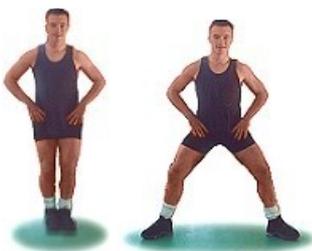
Defining in which direction begins the movement

4. What are the four roles to perform a choreography?

5. What is this basic step of dance line?



6. What is this basic line step of dance?



Basic step of line dance.

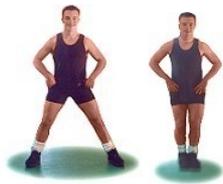


March: walking with your knee up.



Toe step: side step and touch with your toe and return. (2 counts)

Step out: side step and close with the other leg. (2 counts)



Lunge : side step, forward or backward lunge and close. (2 counts).

Knee up: knee up and return (2 counts).



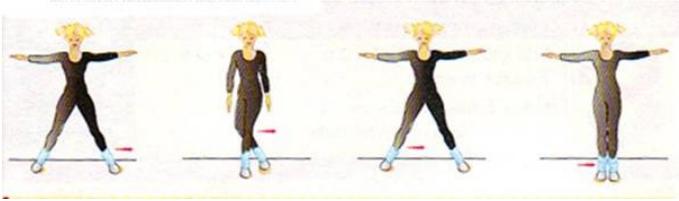
V step: march and diagonally open your first leg, open your second leg, close the first leg and close the second leg. (4counts)



Jumping Jack: jump and open your legs and jump and close your legs (2 counts).



Grapevine: open your legs, cross behind, open your legs and close (4 counts).



PEER EVALUATION

Yes = 5 points

Sometimes= 3 points

No = 1 point

Dancer's Name:

Evaluator's Name:

Student performed ALL steps correctly:

Name surname	yes	sometimes	no	total
Student performed ALL steps correctly,				
Student performed ALL dance steps in correct sequence,				
Student maintains the correct beat of the dance,				
Student is motivated to participate in the dance,				

Yes = 5 points

Sometimes= 3 points

No = 1 point

Dancer's Name:

Evaluator's Name:

Student performed ALL steps correctly:

Name surname	yes	sometimes	no	total
Student performed ALL steps correctly,				
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