Session Goal: Provide teaching mechanisms and assessment tools for creating and establishing a well-rounded dance unit for middle and high school students.

Teaching rhythm to students:

Activity 1: Find the rhythm using body movements. Find the rhythm using different movements such as shoulder shrugs, squats, claps, snaps, etc.

Activity 2: Build movements from floor to standing. Build movements from single body motion to multiple body movements.

Modification: Incorporate different planes of motions for more challenge.

Teaching students to count rhythms:

Activity: Four corner count down. Instruct students to stand in four corners of the classroom. Every 8-count, they should run to a different corner and remain until the completion of the next 8-count.

Modification 1: Have students count out loud.

Modification 2: Use varying segments of 8 counts. Start with one 8-count then have them run to a different corner after two 8-counts.

Modification 3: Provide activities in each corner prior to moving to a new corner (e.g. squats, side steps, pushup on wall, hamstring curls – all to the beat of the music).

Modification 4: Each corner can be assigned a different length of counting time (e.g. front right corner, students will move every three 8-counts, front left corner students will move every four 8-counts, etc.)

Music breakdown:

Activity: Identifying intros, verses, choruses, bridges, and codas in songs. Use various dance movements for each part of the song (e.g. toe taps during intro, side steps during verses, grapevines during choruses, marches during bridge, and heel taps during coda).

Modification: Use various fitness activities for the parts of a song (e.g. walk, jog, squats, pushups, etc.).

Basic moves:

Activity 1: Brainstorming dance moves – Think, Pair, Share. Have students write down as many dance moves that they can think of in one minute. Then have students pair up with another student or in small groups and combine their lists. Then allow 1 more minute for the pair or group to think of additional moves. At the end of the activity students will share their moves by showing the top 3-5 favorite moves of their pair/group.

Activity 2: Identifying variations for basic dance moves. Give students a table with four basic dance moves. In groups have the students use critical thinking to identify three variations for each dance move.

Modification: Have students use the moves that they identified during the brainstorming activity.

Basic Move	Variation 1	Variation 2	Variation 3
Walk			
Kick			
Stomp			
Hop			

Integrating rhythm & movement to create choreography:

Activity: Using the music breakdown, have students create moves for each segment.

Modification 1: Each part of the song focuses on a different body part (e.g. knees, shoulders, wrists, etc.).

Modification 2: Split the students into small groups and have each group create moves for one part of the song and then put all moves together.

Assessment of student learning outcomes:

Activity 1: Dance tunnel to assess rhythm and basic dance moves. Have students showcase their favorite dance moves in the middle of the dance tunnel for a set number of 8-counts.

Activity 2: Dance battle to assess rhythm, basic dance moves, and choreography. Split students into small groups and assign each group a part of a song. Groups that have the same part of the song will perform their new dance at the same time as the other group/s to simulate a "dance battle".

Activity 3: Create a dance to assess rhythm, song breakdown, basic moves, and choreography. Split students into groups and assign each group a song to choreograph. Have each group perform their new dance in front of the class.

References:

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