

AAHPERD 2012

Dance Rhythms and Fitness

Presenters: Kathleen Johnson

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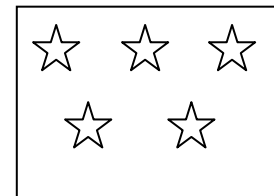
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Program Overview: Have you always thought about including dance as part of your elementary physical education curriculum but were not sure how? Do you already teach dance but are looking for new ideas? The focus of this session is how to teach dance using fitness equipment such as stability balls, resistance bands, and hand weights. By the end of this workshop you will be able to teach choreographed dances as well as create your own creative dance all while using fitness equipment.

Warm-up: Scarf Wave

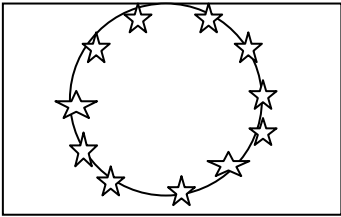
- Song: Jump in the Line by Harry Belafonte
- Poly spots are in a line scattered formation
- Each student has two scarves and stands on a poly spot
- Introduce levels while showing the sign
- Low=below the knees (green sign)
- Medium=knees to shoulders (yellow sign)
- High=above the shoulders (red sign)
- Students move their scarves to the music according to the level on the sign
- Stop the music and give the students the challenge of moving the scarves at two different levels one; one scarf high, one scarf medium one scarf low, one scarf medium
- Introduce the sign Move (white). When the students see this sign they move to a new spot (encourage creativity)
- Partner students and have one student move his/her scarves at different levels while the other partner mirrors. The partner mirroring has to say out loud the levels they are moving their scarves.



Dance #1: Dynamite with Dyna Bands (Upper body muscular strength and endurance)

- Song: Dynamite by Taio Cruz and Slow and Fast by Hap Palmer
- Poly spots are in a line scattered formation
- Each student has one Dyna Band
- Cues: Out In
- Progression from the scarf wave warm-up. Students move their Dyna Bands to the music according to the level of the sign (Be sure to add in the Move sign to let the students arm have a rest)
- Challenge with speed by playing the Slow and Fast song by Hap Palmer. When the music is fast the students move their Dyna Bands fast, when the music is slow they move their Dyna Bands slow.
- Teacher led Dance **Yes this is a DANCE!!**
 - 8 counts of out in with the Dyna Band at a low level
 - 8 counts of out in with the Dyna Band at a medium level
 - 8 counts of out in with the Dyna Band at a high level
 - 8 counts of freestyle
 - Repeat
 - Variations: have the students jump on their spot for 8 counts instead of freestyle (work on cardiorespiratory endurance)
 - After the first 3 sets of 8 counts at the different levels add in a line switch of 8 counts. The front line moves to the back line and the back line moves to the front line

Dance #2: Yoga Ball Bash (cardiorespiratory endurance and lower body muscular strength)

- Song: Like “Em All by Jacob Latimore (slow) Authority by John Mellecamp (fast)
If you need really a song with a slow beat try Party in the U.S.A. by Miley Cyrus
 - Each student has one stability ball, one step aerobics riser, and two rhythm sticks. If you do not have aerobics risers, 5 gallon buckets will work
 - Students are placed in one large circle. The stability ball is placed on top of the aerobic riser.
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- Yoga Ball Bash is a 40 count dance
 - **Step 1 Center Tap-8 counts-** Tap center of the ball simultaneously with both stick than tap sticks together in front of chest(repeat four times to equal 8 counts)
 - **Step 2 Double Hit-8 counts-** Tap right side of ball 2x's with sticks simultaneously than left side of ball 2x's with sticks simultaneously(repeat twice to equal 8 counts)
 - **Step 3 Low Overhead-8 counts-** Tap both sides of ball simultaneously then tap sticks overhead; resembles a jumping jack (repeat 4 times to equal 8 counts)
 - **Step 4 Hustle- 8 counts** -step together step together R tap top of ball next to you than step together step together left and tap top of your ball
 - **Step 5 Freestyle -8 counts** - Create your own 8 counts with your sticks while moving to the stability ball to the right
 - Repeat Dance until the end of the song
 - This dance was published on PECentral as a 48 count middle school dance. The link is listed below.
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=11093>

Dance #3: Weighted Y.M.C.A. (upper body muscular strength and cardiorespiratory endurance)

- Song: Y.M.C.A. by the village people
- Each student needs two hand weights. If hand weights are not available, water bottles or cans of soup work great
- Students are scattered in general space with plenty of personal space holding a hand weight in each hand
- **Step 1 Curl- 8 counts-** perform bicep curl simultaneously for 8 counts
- **Step 2 Alternate Curl- 8 counts-**perform the bicep curl with right arm then left arm for 8 counts
- **Step 3 Push up- 8 counts-**perform a shoulder press simultaneously for 8 counts
- **Step 4 Alternate Push up- 8 counts-**perform a shoulder press with the right arm then left arm for 8 counts
- **Step 5 Push-8 counts-** hold both weight at shoulder level and push them out straight in front of the body simultaneously and bring them back to starting position for 8 counts
- **Step 6 Alternate Push- 8 counts-** push weight out in front of the body with the right arm then the left arm for 8 counts
- **Step 7 Side- 8 counts-**hold both weights down by your sides and lift them up until they reach shoulder height and bring them back to starting position for 8 counts
- **Step 8 Alternate Side- 8 counts-**lift arm weight with your right arm to the side and then the left arm for 8 counts
- **Step 9 Clap-8 counts-** clap holding arm weights
- **Step 10 YMCA-**perform the YMCA holding the hand weights
- **Step 11 Freestyle-**freestyle with the hand weights for 16 counts
- **Step 12 YMCA-** perform the YMCA holding the hand weights
- **Step 13 Freestyle-**freestyle with the hand weights for 16 counts
- **Repeat**

Dance #4: Work Your Body (whole body strength and cardiorespiratory endurance)

- Song: Respect by Aretha Franklin
- Students are scattered in general space with plenty of personal space
- **Step 1- Jumping jack for 8 counts**
- **Step 2- Side jump for 8 counts-**jump side to side like you are jumping over something
- **Step 3- Freestyle for 8 counts**
- **Step 4- Push-up plank position for 8 counts-**
- **Step 5 –Push-up for 8 counts**
- **Step 6 –Push-up plank position for 8 counts**
- **Step 7 –Freestyle for 8 counts**
- **Step 8- Squat for 8 counts**
- **Repeat until the end of the song**

Dance #5 Create your Own Dance

- Make groups of 4 students (If needed you can make the groups but not bigger for elementary students)
- Group chooses a piece of fitness equipment to work with
- Each person from the group creates their own 8 count individually (while students are creating pass out stickers with numbers on them. The numbers represent the amount of people in a group. If you have 4 people in a group you will have stickers with the numbers 1-4 on them).
- Have the group create a starting formation- lines, circle, square, partners, etc.
- Group works together to create dance. Person with number 1 demonstrates his/her 8 count and the rest of the group performs it. Then number 2 demonstrates his/her 8 count and the rest of the group performs it. Now the group practices the 1st and 2nd 8 counts together. Continue with this progression until all members of the group have performed their moves to create their dance.
- Students perform- the performance could be for another group or the whole class.
- Variation- have the group practice and perform their dance four consecutive times.