

Unit: Line Dancing Patterns

Grade Level(s): 3rd & 4th

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U N I T V I E W	Theme Description	We will use the art of line dancing from various genres of music and cultures to help examine musical form (pattern and sequence) and then compose a line dance. (Related to the book, “The Electric Slide and Kai” by Kelly J. Baptist)			
	Benchmarks Addressed	Rhythmic Movement & Music, Counting, Patterns, Musical Form, Compare/Contrast dance with various styles of music			
	Summative Assessment	Students will create/compose their own line dance in a small group to an “approved” song of their choice.			
	SEL Focus	Identity - How do we put our own stamp on things we inherit from our culture/society.			
	SJ Standards	Diversity - How can we see similar dances/forms in various genres and cultural backgrounds. For example: Line Dancing			
L E S S O N S H O R T	Lessons	Lesson 1	Lesson 2	Lesson 3	Lesson 4
	Lesson Assessments	Observe movements for the understanding of pattern and sequence. Name patterns in colors, animals, and numbers.	Observe movements for the understanding of pattern and sequence. Aural identification of sections/patterns in music.	Observe movements for the understanding of pattern and sequence. Aural identification and labeling of sections/patterns in music.	Observe movements for the understanding of pattern and sequence. The composition and performance of a patterned and rhythmically composed line dance.
	Guiding Questions	What is line dancing? How does it allow communities to enjoy music together?	How do patterns help us digest and retain information - both musical and non musical?	How do patterns in music allow us to apply the same dance steps to various genres of music?	How did understanding patterns in music help you successfully create a line dance?
	Lesson Objectives	SWBAT to discuss and apply the message of the book to themselves.	SWBAT to review previous dances. SWBAT to learn the macarena and	SWBAT to review previous dances. SWBAT to learn the chicken and	SWBAT to review previous dances. SWBAT to create their own dance.

H A N D		SWBAT to learn the art and history of line dancing. SWBAT to identify patterns in colors, animals, and numbers.	the cupid shuffle dances. SWBAT to aurally identify patterns in music.	achy breaky heart dances. SWBAT to aurally identify and label/map patterns in music.	SWBAT to perform their own dance.
	Opening Activity/ Hook	Pre-Reading Discussion: Do you like to dance? What dances do you know? Where did you learn them? Where have you danced to them?	Macarena!	Chicken Dance	Line Dance Review Electric Slide - Disco The Cupid Shuffle - Hip/Hop Achy Breaky Heart - Country
	Activity 1	Read the Book, The Electric Slide and Kai Why was learning the electric slide so important to kai? Are there things that are important to you because they are important to your family/culture? How did Kai deal with not being good at something right away? How could you try that in your own life?	Review the steps and the structure of the Electric Slide (22 counts) Have students work in pairs to try to answer the following question: If you were to label the dance steps in letters what would the letter sequence be?	Review the dance and structures of Electric Slide - Disco The Cupid Shuffle - Hip Hop	
	Activity 2	Line Dancing Intro Prezi Sample What is line dancing? Where did it come from/Who likes to line dance? How does line dance work with music (Counting/Structure)? Learn the Electric Slide	The Cupid Shuffle (Hip/Hop) Map out (write out) the dance steps in sequence (Dance steps in PDF) How many parts does this dance have? How many counts does this dance have? Learn the Cupid Shuffle Dance	Achy Breaky Heart Line Dance (Country) Learn the steps and then practice Next, perform the dance to the other songs used in this unit. Does the dance translate? Why or Why not?	
	Brain Break	Rhythm Stick Line Dance -A section only	Rhythm Stick Line Dance -B section only	Rhythm Stick Line Dance All	

				***It may be helpful to create a “Dance Step Bank” for students to refer to when creating their own.
Activity 3	<p>Patterns & Music - In pairs, students answer complete the patterns worksheet. Can you complete the patterns? After, the images have the group answer this question... What type of patterns do we see in the electric slide? How does this help us learn the dance? How does this help it flow with the music?</p>	<p>Patterns in Music - Listening Present a binary piece of music signaling to the students when the music shifts from A to B. Repeat this time seeing if they can hear it and signal by standing up when it switches. Next, have them listen to a ternary piece of music, having the students shift between standing and sitting to signal when the music switches sections. Reinforce correct switches.</p>	<p>Patterns in Music - Mapping Have the students repeat the ternary piece from the last lesson. Only this time, they will draw out shapes to signal the sections. They should use the same shape for any sections that repeat. Complete the ternary piece together. Then, have the students map the Rhythm Stick Line Dance as a class.</p>	<p>Perform Your Group’s Line Dance (Rubric)</p>
Closing Activity/ Reflection	Was there a part of the story or a picture in the book that you most identified with or reminded you of a personal experience?	How do patterns help us digest and retain information - both musical and non musical?	How do patterns in music allow us to apply the same dance steps to various genres of music?	How did understanding patterns in music help you successfully create a line dance?
Accomodations/ Extensions	<p>Accommodation - Have a beat keeper that keeps the beat and names counts for the students as they dance. Accommodation - Have the steps to each dance mapped out for the students as a reference on the smart board. Extension (Next Unit) - Move from analyzing overall form to looking for rhythmic or melodic patterns in music using listening maps. Extension (Breadth) - Irish Reel & Russian Line Dancing (Also used in square dancing calls)</p>			