

EDUC 304 - BC folk dance

Based on the measures of 8, develop the dance actions, identifying a list of tasks to develop the dance with a class of students.

OBJECTIVES

Cognitive: Create sequence of actions and pathways to the phrases of the music emphasizing a movement theme.

Affective/Social: Work with a partner and in a group select and create a dance using pathways, two steps and movement emphasis.

Psychomotor: Refine heal/toe and heal lift steps to phrases of the music.

Combine two step together with pathways and direction changes.

Materials: Music on CD, song 2 Heal/Tie... Chalk draw music. 11 task cards for dance. Claves.

INTRODUCTORY

1. Heal/Toe action to a spot.

a. Locate a spot and do 8 heal/toe - *Knees up, toes point.*

b. Eight heal/toe one foot then 8 heal/toe other foot - *Light and look up. Beat from claves*

c. Change direction as do 8 on one foot then 8 on the other - *Rotate one way and other*

d. This time travel as do heal/toe - *Zig-zag, diagonal, curve*

Side-on, backwards.

Avoid others

CONCEPT/SKILL DEVELOPMENT

2. Heal lift to eight beats using claves.

a. Heal to rear to 8 beats - *On your toes*

b. Heal to rear with direction change - *Head up*

c. Heal to rear traveling - *Change direction*

d. Heal/Toe & Heal Lift - *Pathways, avoid others*

e. Do with a partner - 1 lead, 2 follow.

Mix gender if possible.

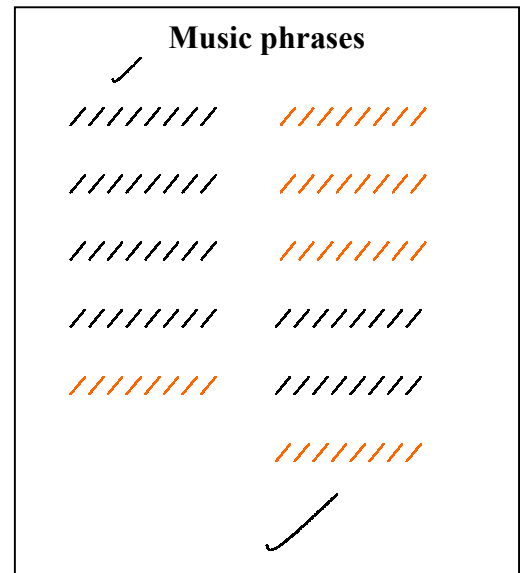
3. Add music. Listen with fingers. BC village dance.

a. Dance to first 5 phrases of music

b. Repeat with hands on hips or at side with travel pattern

c. Draw music on the board to hear phrases (melody).

How does the music repeat itself? Could change step after 4 beats.



4. Combined actions with partner matching/mirroring your partner

a. Number 1 lead, 2 copy to first 5 phrases - *Change actions to music phrases. Face Partner - Mirror.* b. Number 2 lead and 1 follow partner - *Behind partner or facing - Match.*

“What is the difference between a mirroring and a matching relationship?”

c. In pairs create a routine involving a meeting and parting relationship - *Start apart then meet then move away. Pathways. Change actions to phrases.*

d. Repeat your pattern using 5 sets of 8. - *Clear begging and end shape and position.*

CULMINATING - 11 task cards.

Working in groups of 4 show dances in pairs then combine, practice to perform

a. Add the task card to the dance created by the students.

b. Repeat dance with clear beginning and finishing shape.

c. Half class show dances to other half of the class. Opposite pair identify theme.