Fantastic 5 Dances for Elementary Physical Education

Presenter: Paul Rosengard

CTAHPERD Nov. 20-21, 2014

All of these dances and 17 more are available on our SPARK Dance DVD!!
Ready
• 4 cones (for boundaries)
• Music: “TheConga” (SPARK K-2 Music CD)
• Music player

Set
• Create medium (20X20 paces) activity area.
• Scatter students within area.

GO!
1. Introduction
   • The Conga is a dance from Latin America.
2. Dance Routine
   • Walk forward 3 steps: R, L, R.
   • On your 4th step, slide your L foot out to the L side.
   • Walk forward 3 steps: L, R, L.
   • On the 4th step, slide your R foot out to the R side.
   • If you Conga to a sideline, change directions and keep going.
3. Let’s try it with the music.
4. Make a Conga line
   • Once we learn the dance individually, we’ll pair, then group, and eventually try to create a single-file Conga line!
5. Wrap It Up
   • The Conga is a folk dance. Who can name another folk dance? (Mexican Hat Dance.)
   • Dancing can work up an appetite. Remember the S in SPARK stands for “Select fruits and vegetables.” Dancers and other athletes fuel their bodies with healthy foods.
Upper-Body Too
On the 4th count, throw your arms up in the air and shout, “Whoo!”

Add 1 For Fun
Can you add your own “flair” to this dance? What can you do with your arms? Head? Shoulders?

STANDARDS ADDRESSED

- **DANCE**
  - #1 Identify and demonstrate movement elements and skills in performing dance
  - #5 Demonstrate and understand dance in various cultures and historical periods

**Your State** (Write in here)

PAULA'S POINTERS

- Explain/demonstrate movements without the music, then with the music.
- Once basic movement is learned, pair students (hands on shoulder of person in front) and continue. Combine pairs to make a group of 4, then 8. Finally, the entire class in 1, long Conga line!

NOTES

Academic

Geography
Find the countries of Latin America on a world map. (Ask who knows someone who has been to 1 of the countries. What did they learn about it?)
Ready...

- Music: “American Folk Dance Medley” (SPARK 3-6 Music CD, #13)
- Music player
- Scatter Square Dance Prompt Page (SPARKfamily.org)

Set...

- Use a smooth, clean surface, so students can do steps that require getting on their backs.
- Scatter students in activity area.

GO!

1. The object is to perform basic square dance steps in a scattered formation.

2. (Teach dance steps below. Teach 3 or so at a time, and build their repertoire until they know all of the steps.)

3. Use the calls in any order, but call, “Hit the lonesome trail” often to mix it up, and get everyone moving around.

4. Individual Moves
   - Hit the lonesome trail: Walk/strut around the dance area.
   - Keep time to the music: Clap, snap, slap or move any part of your body to the beat of the music while standing in place.
   - Turn 1 alone: Turn around in place.
   - Corral: Stop in place, stomp 1 foot, clap hands.
   - Lasso: Stop in place - stomp foot, circle 1 hand overhead.
   - Tumbleweed: Lie down, tuck knees to chest, and spin on the floor.
   - Snake behind “_________”: I call the name of one person. Everyone lines up behind them with your hands on the shoulders of whoever is in front of you. Everyone is in 1 long line, like a big snake.
   - Pony express: Do the step in “double-time” (twice as fast).
   - Cyclone: While walking, turn around 2X, and continue walking.
   - Circle-up all: Everyone form a circle, join hands, and walk in the circle to R.

CUES

- Keep listening for next call.
- Find new partners each time.
- Add a third to your pair if someone is alone.
5. **Partner Moves**
   - When any of these are called, quickly find a partner; anyone!
   - **Honor your partner:** Face each other, and bow.
   - **Circle-up 2:** Join hands, and skip in a circle.
   - **Promenade:** Join both hands (“skating grip”), and walk around area.
   - **Do sa do:** With arms across your chest, face partner, walk forward passing R shoulders. When back to back, take 1 step to R and walk backwards passing L shoulders.
   - **See-saw:** Reverse of Do Sa Do. You will pass L shoulders on the way forward, and R shoulders on the way backward.
   - **Elbow turn:** Hook R elbows; turn in place. Switch, and hook L elbows.
   - **Horse and jockey:** One in front, 1 in back. Back partner’s hands on front’s shoulders. Gallop together around area.
   - **Change jockeys:** Switch front and back.
   - **London bridge “_______” (call 2 names):** Named pair forms an arch holding hands high in the air. All the other pairs go under the arch.
   - **Allemande left:** With L hand, grab their L forearm, and turn a circle in place.

6. *(It becomes a PACE activity when you hand over the Prompt Page to a student to call the steps. Switch Callers on signal, or after a designated number of calls.)*
**STANDARDS ADDRESSED**

- **DANCE**
  - #1, 2, 5, 7 Perform square dance
  - #6 Cardiovascular endurance
  - #7 Cooperation, respect for others
  - #3, 4, 6 Participates, appreciates, enjoys rhythmic movement

  **Your State** (Write in here)

  - ____________________________
  - ____________________________

**HOME**

Make up a Scatter Home Dancing variation. Grab some friends, make up some funny calls, write them down and take turns being the caller. Try do sa do in and out of a door, circle-up 2 with the couch, elbow turn with a broom, see-saw a chair, and promenade with the dog. Who can come up with the silliest call? Remember, keep it safe. An allemande-left with the ceiling fan is NOT a good idea.

**TONY’S TIPS**

- Teach Hit-the-Lonesome-Trail first, and then instruct 2-3 calls at a time without music.
- Start the music, and call a segment. Wait for students to respond correctly before calling, “Hit the Lonesome Trail.”
- After several segments are learned, give calls at random, mixing and matching as you wish.

**NOTES**

______________________________

______________________________

39
Ready...

• Music: “Cotton-Eyed Joe” (SPARK 3-6 Music CD, #15)
• Music player
• Cotton-Eyed Joe Prompt Page (SPARKfamily.org)

Set...

• Students in a large circle.

GO!

1. The object is to perform a folk dance from the U.S., called Cotton-Eyed Joe.

2. We’ll learn and practice 1 step at a time without the music first. Then we’ll put it all together with the music. (First, teach each step or sequence, then cue students to get ready to practice together by saying, “5, 6, 7, 8.”)

3. Cotton-Eyed Joe

• Turn to R.
• Step-together-step R foot lead, step-together-step L foot lead 4X (24 counts).
• Cross-kick R: Cross R foot over L shin, kick front R, then stomp feet quickly R, L, R (4 counts: 1, 2, 3 and 4).
• Cross-kick L: Cross L foot over R shin, kick front L, then stomp feet quickly L, R, L (4 counts: 1, 2, 3 and 4).
• Repeat both sides cross-kicks.
• Repeat whole sequence.

CUES

🌟 The dance repeats many times, getting faster each round.
Parachute
Perform dance with all holding a parachute.

Partners
(Students in 2 concentric circles.) Join hands with partner in the other circle, and move around clockwise. After each set of cross-kicks, inside circle shifts 1 student clockwise.

STANDARDS ADDRESSED

DANCE
#1, 2, 5, 7 Perform folk dance
#6 Cardiovascular endurance
#7 Cooperation, respect for others
#3, 4, 6 Participates, appreciates, enjoys rhythmic movement

Your State (Write in here)

34

PAULA’S POINTERS

- Great to use as a warm-up for any activity!
- This is a great dance for a school performance. Have students wear bandanas tied around their necks and cowboy hats. Boots are optional!

NOTES

Language Arts (Ballads) - Nobody really knows who Cotton-Eyed Joe is or where he came from. Most accounts place him in Texas around the Civil War. Some say he was a musician, a slave, or hired ranch hand. The song is sung as a ballad (narrative story or poem with a refrain that repeats itself). Using the rhythm of Cotton-Eyed Joe, write your own ballad. Then create a dance to go with it.
Ready...
- Music: “Pata Pata” (SPARK 3-6 Music CD, #17)
- Music player
- Pata Pata Jigsaw Cards (SPARKfamily.org)
- 4 cones for boundaries

Set...
- Create a large activity area (30X30 paces).
- Form groups of 3; scattered in area.
- Print and cut Pata Pata Jigsaw Cards. Place 1 at each of 3 corners of area.

GO!
1. The object is to learn and teach a folk dance from Africa, using a technique called a jigsaw.
2. Number yourselves 1, 2 and 3. All 1s move to this corner (point to corner with first part of dance), 2s to this corner (point to corner with second part of dance), and 3s here (point to corner with third part of dance).
3. On signal, you will learn 1 of 3 parts of the Pata Pata. Practice it until the signal.
4. On signal, return to your group of 3. #1s teach your group the first part of the Pata Pata, then #2s add your part; and finally, #3s, add yours.
5. Pata Pata
   - Part 1
     - Toe-tap R to side, and “home,” 2X (4 counts).
     - Toe-tap L to side, and “home,” 2X (4 counts).
   - Part 2
     - Slide feet: toes out, heels out, heels in, toes in (4 counts).
   - Part 3
     - Knee lift R 2X (2 counts).
     - Kick forward L 2X (2 counts).
     - Jump 1/4 turn to R, pause and clap (4 counts).
   - Repeat all turning 1/4 turn to the R each round.
6. Let’s all do the Pata Pata together once without the music.
7. Time to try it with the music!
**Pedometer**
(Need 1 pedometer per group of 4.) How many times do you need to do this dance to get 200 steps?

**Square Dance Formation**
(Students in pairs, in square-dance formation.)

**Mirror, Mirror**
Face a partner, and mirror their movements.

---

**STANDARDS ADDRESSED**

**DANCE**

- #1, 2, 5, 7 Perform folk dance
- #6 Cardiovascular endurance
- #7 Cooperation, respect for others
- #3, 4, 6 Participates, appreciates, enjoys rhythmic movement

*Your State* (Write in here)

---

**TONY’S TIPS**

- After students learn the steps while scattered, try grouping them in lines of 4-5 facing forward.

---

**Wellness**

The health benefits of dancing are well documented. Maybe that is why you see so many people young and old dancing. It’s a lifetime activity, which helps reduce stress, increase energy, and improves strength, muscle tone and coordination. Square dancers have been known to cover 5 miles in 1 evening of promenades and do sa dos. Besides lowering your risk of heart disease, dancing is fun!

---

**Notes**

________________________

________________________

________________________
PART 1
Toe Tap R to Side and “Home” 2X (4 counts).
Toe Tap L to Side and “Home” 2X (4 counts).

PART 2
Slide Feet
Toes Out, Heels Out, Heels In, Toes In
(4 counts).

PART 3
Knee Lift R 2X (2 counts).
Kick Forward L 2X (2 counts).
Jump 1/4 Turn to R, Pause and Clap (4 counts).