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| Cha Cha Slide Lesson PlanOverview This lesson will encourage movement and stimulate cognitive and affective domains of students. Students warm up to dance using free movement to experience creative movement. Students are introduced to a new dance by watching a video. Then the teacher will teach the individual steps in the dance. Students are then given the opportunity to develop and practice these dance step and ultimately perform the dance. The lesson will end with cool down stretches and reflection on class. Objectives Students will develop physical, cognitive and affective skills through dance.  These activities provide an opportunity for students to move expressively to a variety of sounds and music  Students learn the sequences in the *Cha Cha Slide* and demonstrate an understanding that there are several stages in the creative process.  Students gain a good understanding of their personal space and the space of the performance area. Lesson: Teacher explains the historical and cultural context of the Cha Cha Slide. DJ Casper wrote this music. The Cha Cha Slide is a contemporary American Folk line dance inspired by the Chicago Steppin’ Movement in the context of Swing dance.  Begin with a warm up activity where teacher tells students to:   * Form a circle and hold hands, drop hands and then take a step back. Stay in ‘your own bubble’ to avoid bumping others * Teacher models activity and plays music\* with differing tempi and rhythms (\*see resources). Teacher demonstrates creating movement and asks students to follow. Teacher suggests several ways to create movement (*rhythm, tempo, imagination, etc.*) * Activity progresses with students breaking out of the circle and moving freely around the gym to different music *(if students are inhibited, suggests simpler forms of movement to encourage participation – walking/running/skipping)*. Students can move individually, pair up or form groups   Redirect students to form a semi-circle to watch the Cha Cha Slide video.  Regroup students into circle as above and teach the steps without music (teacher can learn the steps using the video presentation for example):   |  |  |  | | --- | --- | --- | | * Cha cha * Charlie Brown * Reverse * Criss Cross | * Take it Low * Goto Work * Hands on Knees (Charleston) * Jump | * Step – Left or Right * Slide – Left or Right * Stomp * Back it Up |   Position the students in three lines (teacher should have already prepared the floor by placing tape markers for each student in three lines)  First lead students through the dance step by step with music (not the entire video) so students become familiar with each of the steps.  Then play the video all the way through and invite the students to preform the dance with teacher modeling.  End with a cool down activity. Teacher says and models:   * Reach arms up - hold for 2 seconds * Fold over into a forward bend - hold 2 seconds * Bend knees and gradually drop to the floor in lying position. * Feel your heart beating in their chest * Rake several deep rolling breaths * Notice your entire body relax   Once students are relaxed teacher asks reflective questions such as:   * What was their favourite step? * Did they enjoy free movement or working with the group in a set dance? * Would they enjoy teaching their friends or family this dance?  Adaptations There are many variations you can make to the cha cha slide to make them more difficult or easier depending on ability level. You can easily modify the moves based on the needs of the students. You can also invite your students to use their creativity to make up there own variations. Also students with physical challenges can easily participate by preforming the parts of the moves they are able to. For example while sitting in a wheel chair student who are able can learn the arm movements or even increase their difficulty. Also students can move there wheels back and forth instead of moving their feet. Evaluation |  | Dance Grade 2-3  Wednesday October 15th **Materials and Preparation** Set up CD Player, CD with music.  Computer and internet access  Computer and projector for video  Tape three lines on the floor or individual tape for each student to use during final stage of lesson when students are performing dance  **Warm up songs:**  Do-si-do (Country)  [https://www.youtube.com/watch?v=fFskdWvq0wk](watch?v=fFskdWvq0wk)  Glosili (Sigur Ros)  [https://www.youtube.com/watch?v=Lb873HNBBic](watch?v=Lb873HNBBic)  YMCA (the Village People5)  [https://www.youtube.com/watch?v=3HO2UVdgmYw](watch?v=3HO2UVdgmYw)  Mahna Mahna (Cake)  [https://www.youtube.com/watch?v=kK31Bj7204Q](watch?v=kK31Bj7204Q)  Happy (Pharrell)  [https://www.youtube.com/watch?v=fFskdWvq0wk](watch?v=fFskdWvq0wk)  **Cha Cha Slide Song**:  [https://www.youtube.com/watch?v=FED1x2LVpdo](watch?v=FED1x2LVpdo)    **Cha Cha Slide Video:**  [https://www.youtube.com/watch?v=dGOMoGdCMpU](watch?v=dGOMoGdCMpU) **Other Resources** Dance warm up games can be found on PHE Canada’s website for more short dance game ideas **Time Break Down** Introduction 1 min Alice  Warm up 4 min Kezia  Cha Cha Slide   * Video/Instruction 4 min Kayla * practice 3 min Danica * performance 4 min Class   Cool down 2 min Lize  Safety Issues and Community Connections  Make sure students are spaced properly so that they do not accidentally hit or step on each other. Also encourage students who should a particular interest in dance to explore the many opportunities for dance outside of school. Such as dance studios and community centers. |

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| **Key Elements** | **Criteria (PLO)** | **Developing** | **Capable** | **Proficient** |
| Creating Dance  (Kezia  Danica  Kayla) | Move expressively in response to a variety of sounds and music  Create movement sequences based on patterns. | *[student] is learning/beginning/developing the ability*   * to move expressively in response to a variety of sounds, music and combinations of movements * to express actions, ideas, events, or feelings elicited by a variety of live or recorded music, patterns (e.g., alternating movements and shapes) use lead-and-follow strategies such as shadowing, to develop a movement sequence with peers * repeat and vary movements to create sequences * responding to music for creating a dance sequence | [student] is able to… | [student] shows mastery |
| Elements of Dance  (Kayla  Danica  All | move safely in both personal space and general space during dance activities  move using a variety of levels, pathways, dynamics, and directions  move in time to a variety of rhythms, metres, and tempi | *[student] is learning/beginning/developing the ability when*   * participating in movement involving group demonstrating control, coordination, appropriate spacing and distance from other students at different speeds, directions and along pathways. * varying movements (locomotor and non-locomotor) in response to differences in rhythmic pattern, metre and tempo * following teacher modelling, demonstrate repeated and varied movements with a beginning, middle, and end | [Student] is capable when | [student] shows proficiency when |
| Context  (Alice  Lize) | describe a variety of reasons people dance | *[student] is learning/beginning/developing the ability*   * with reference to particular contemporary or historical examples of dances learned or viewed, identify a variety of reasons for dance, including: to meet and socialize, to represent cultural identity | [student] shows competence when | [Student] is outstanding when |
| Presenting and Performing  (Danica) | willingness to rehearse and perform dance  performance skills | *[student] is learning/beginning/developing the ability to*   * demonstrate willingness to participate actively in rehearsals   and performances   * demonstrate performance skills appropriate to the setting (e.g., paying attention, projecting the emotion of the dance | Student is enthusiastic when… | Student is excellent when… |

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