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| African Boot Dance Lesson PlanOverview: This lesson will encourage movement and show students how humans need to communicate in spite of difficult situations. Students will be introduced to the boot dance by watching three videos. Teacher will then lead a discussion about how the boot dance originated and the implications of this in terms of the lesson objectives. The first video shows the art form of the Boot Dance, the second shows the multi-generational aspect of it. The third video shows steps on how to begin to learn the dance. They will have a simple warm up and then will be taught the individual steps in the dance. Students are then given the opportunity to develop and practice these dance steps and ultimately perform the dance. The lesson will end with cool down stretches and reflection. Objectives: Students will be able to   * PE (Dance) - learn the sequences in the *African Boot Dance* and demonstrate an understanding that there are several stages in the creative process. * Social Studies (Human and Physical Environment) – assess the relationship between cultures and their environments * Math (Patterns and Relations)- construct a physical representation of a pattern to clarify relationships * Science (Characteristics of Living Things) - analyse how different organisms adapt to their environments * Social Responsibility - identifying and clarifying issues and problems; proposing and evaluating strategies, considering consequences; learning about rights and responsibilities and then creating illustrations or dramatizations.  Lesson: Teacher explains the historical and cultural context of the African Boot Dance\*   * Form a circle and hold hands, drop hands and then take a step back. Stay in ‘your own bubble’ to avoid bumping others * Teacher begins with 2 minute progressive warm up:  1. isolation exercises (rolling shoulders, bending elbows, knee bends; 2. jumping jack 3. slight jog with several knee to elbow jumps  * Redirect students to form a semi-circle to watch the videos. * Regroup students into lines and teach the steps teacher showing and students echoing the movement (teacher can learn the steps using the video presentation for example): * Position the students in three lines (teacher should have already prepared the floor by placing tape markers for each student in three lines) * Play music (see resources) and invite the students to preform the dance with teacher modeling. * Invite students to go into groups to make up 4 simple patterns Give 5 minutes for this * Have groups demonstrate patterns (as sessions progress) add group patterns together or use these as a warm up for other sessions * End with a cool down activity. Teacher says and models:  1. Reach arms up - hold for 2 seconds 2. Fold over into a forward bend - hold 2 seconds 3. Bend knees and gradually drop to the floor 4. Feel your heart beating in their chest 5. Rake several deep rolling breaths 6. Notice your entire body relax |  | Cross Curricular Lesson Grade 6Materials 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   **African Boot Dance Videos:**  Advanced  <http://www.youtube.com/watch?v=fYYYymWvhAI>  <http://www.youtube.com/watch?v=L2a4dhhOyic>  Kids  <http://www.youtube.com/watch?v=mgjiBx1h2Og>  **Tutorial Basic 3 minutes**  <http://www.youtube.com/watch?v=1ElEc5lvS9g>  For more ideas teacher can view these videos  <http://www.youtube.com/watch?v=Y2XuwSjLW7U>  <http://www.youtube.com/watch?v=8Wj1CGiH6E0>  <http://www.youtube.com/watch?v=bnOdmrCMZXk>  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. Reflection:  * Do you think you could use this as a tool for communication? * What would you do if you were faced with inhumane conditions? * This dance arose out of a negative experience and become a source of pride, what attitudes do people need to reframe negative experiences? * How did this experience contribute to a sense of community? |

# Adaptations:

There are many variations you can make to the African Boot Dance 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/Assessment:

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| **Key Elements** | **Criteria (PLO)** | **Developing**  *With support [student] is learning/beginning/developing the ability* | **Capable** | **Proficient** |
| Creating Dance | Create movement sequences based on patterns. | * 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 | 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 | * 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 | describe a variety of reasons people dance | * 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 | willingness to rehearse and perform dance  performance skills | * to demonstrate willingness to participate actively in rehearsals and performances * to demonstrate performance skills appropriate to the setting | Student is enthusiastic when… | Student is excellent when… |
| Social Studies  (Human and Physical Environment) | assess the relationship between cultures and their environments | * to vocalise understanding of the relationships between cultures and their environments |  |  |
| Math (Patterns and Relations)- | construct a physical representation of a pattern to clarify relationships | * to construct a physical representation of a pattern to clarify relationships |  |  |
| Science (Characteristics of Living Things)- | analyse how different organisms adapt to their environments | * to explain how different organisms adapt to their environments |  |  |
| Social Responsibility | Valuing Diversity | * to identify issues and problems presented by the story of the African workers in mines |  |  |
|  | Problem solving | * to propose and evaluate strategies, considering consequences |  |  |
|  | Defending human rights | * to identify rights and responsibilities and then create expression in dance. |  |  |

# Rationale:

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In teaching African Boot Dancing I have connected curriculum from Physical Education, Social Responsibility, Social Studies, Science and Math. The dominant focus is Physical Education however the content of this lesson is quite different and will expose students to cultural expression which is now a source of pride but was derived from a peoples’ struggle of oppression. My rationale for connecting the subject areas is that the African Boot Dance is an exciting and unique form of exercise and is a wonderful example of how people manage to creatively communicate and organize in a non-violent manner in order to have their human rights recognized. It is also a great lesson in which to demonstrate how to take what seems like an impossible imbalance of power and reframe that to a model of empowerment.

Teaching Dance can be tricky in PE classes. It tends to appeal to some but not all. Those who enjoy it mostly considered dance as a social activity that has its foundation in artistic expression or as an example of varied cultural content. The African Boot Dance tends to be different and can appeal to many aspects of learning. It may engage students interested in social activism as has its roots in human rights because it derived as a method of communication by workers who were not only traumatized emotionally, but also working in inhumane conditions and forced to use everything at their disposal to adapt and endure under physically impossible terms. It may appeal to those interested in Math as it involves making patterns. It might interest those who enjoy science as it exemplifies adaptation, the boot dancers had to adapt to harsh conditions and learn communication similar to that of morse code. It is also a simple and fun way for students to use their feet, hands and bodies to create repetitive and ‘funky’ moves that are definitely outside of gender norms. The dance moves are simple but the speed and rhythmic moves are complex. It is both athletic and expressive.

The following information gives a background to how this dance originated. I have included videos for inspiration and have found videos that may be used to teach the teacher and/or to be followed by the entire class. The videos are sequenced from simple to complex and include professional examples, intergenerational examples and ‘how to’ training samples.

I have taught the rudimentary steps to Grade 1-3 students and have met with some success however I think this lesson would work best with students from Grade 3 – 12 as their understanding of patterning and their ability to work collaboratively and share out their work would be more sophisticated. I hope you enjoy this lesson!

BACKGROUND RESOURCE INFORMATION

### [Gumboot dance - an introduction - BBC](http://www.bbc.co.uk/learningzone/clips/gumboot-dance-an-introduction/9476.html)

www.bbc.co.uk/learningzone/clips/gum**boot**-**dance**-an.../9476.html

<http://ndr.org.za/cultures/stories/47>

### [PDF][Gumboots: A History Gumboot dancing was born in the gold ...](http://www.toothill.notts.sch.uk/data/files/dept/music/y7_gumboot_history.pdf)

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