Name/Title: Triple Step Stomp (December 2011)

Purpose of Event: To enhance rhythmic development and introduce a basic triple step.

Prerequisites: Students should have basic line dance experience, and know the vine step and how to pivot.

Suggested Grade Level: 6-12

Recommended music: "Disturbia" by Rhiana (or any 4/4 or 2/4 time music)

Description of Idea

** This is a fun 32-count line dance that incorporates a vine, pivot and a triple step.

(Footwork for Counts 1-8: Stomp, Kick, Triple Steps)

Counts 1-4: Stomp right (weight on left foot), kick right; triple right in place (step right, step left, step right).
* Cue: Stomp, Kick; Right-Left-Right

Counts 5-8: Stomp left (weight on right foot) kick left; triple left in place (step left, step right, step left).
* Cue: Stomp, Kick; Left-Right-Left

(Footwork for Counts 9-16: Vine & Triples)

Counts 9-12: Step with right to side, cross left behind right, triple right in place.
* Cue: Right, Behind; Right-Left-Right

counts 13-16: Step with left to side, cross right behind left, triple left in place.
* Cue: Left, Behind; Left-Right-Left

(Footwork for Counts17-24: Walk, Triples and Pivot ½ Turn)

Counts 17-20: Walk forward right, left; triple forward right.
* Cue: Right, Left; Right-Left-Right

Counts 21-24: Step forward on left; pivot ½ turn to the right; triple forward left (facing back wall after the pivot).
* Cue: Left, Pivot; Left-Right-Left

(Footwork for Counts 25-32: Toe Taps & Triples)

Counts 25-28: Tap right toes forward, tap right toes to side, triple right in place.
* Cue: Forward, Side; Right-Left-Right

Counts 29-32: Tap left toes forward, tap left toes to side, triple left in place.
* Cue: Forward, Side; Left-Right-Left

** Repeat from beginning.

Variations:

Try starting the dance with the opposite foot (i.e., stomp left) and continue throughout the dance. Challenge students to add claps on the triple steps.

Assessment Ideas:

Have students practice with a partner on Counts 17-32. After practice, have another set of partners observe and offer feedback.

Adaptations for Students with Disabilities:

Use slower music if students are having a difficult time with the dance. (This is true for all students.) Feel free to modify any of the steps if students are having difficulty.

Submitted by **Dr. Carol Conkell** who teaches at St. Cloud State University in St. Cloud, MN. Thanks for contributing to PE Central! **Posted on PEC: 7/20/2012**.

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