

Name/Title: Differentiated Learning and Dance

Purpose of Event: The student will be challenged to perform the steps of the dance at his/her own level. The teacher will present the dance so each student can choose to concentrate on a level of complexity best suited to his/her abilities as well as choose the appropriate tempo of music that will allow everyone to be successful, yet challenged.

Suggested Grade Level: K-12

Materials Needed: One of the suggested songs depending on tempo and age and level of expertise of the students.

Recommended music: Slower tempo song – “Next to Me” by Emeli Sande, Mid-tempo song - “Story of My Life” by One Direction, Faster tempo – “Applause” by Lady Gaga

Beginning dance formation: Students can be placed randomly on the gym floor as the teacher chooses.

Description of Idea

All of our students come to us with different backgrounds and expertise. This dance will allow a teacher to challenge a wide range of abilities. The basic dance for lower elementary students is demonstrated in the video. The more challenging choreography is described below and also taught in the video. It is up to the teacher to determine which choreography will work best for his/her students. It may even be possible to teach both choreographies within one class. This way students with varying abilities can all be challenged. Please feel free to try the movements to the different tempo songs as this will also add challenges to the lesson.

Counts 1-8 – Stomp forward with the R foot and slide it back next to the L. (1-2)

Stomp forward with the L foot and slide it back next to the R (3-4)

Stomp the R foot forward and hold (5-6)

Ball-change RL (& 7) Stomp R (8)

Cue with the following words: Stomp, slide, stomp slide, stomp, hold, quick, quick, stomp

Counts 1-8 – Moving to the L – step L, ball change RL (1 & 2)

Moving to the R – step R, ball change LR (3 & 4)

Standing with feet apart hit the hands on the floor (5), hit the thighs (6) pump both hands above the head (up, down, up) while moving hips side to side (7 & 8)

Cue with the following words: Quick, quick, quick. Step, step, step. Floor, thigh, up, down, up.

Counts 1-8 – Stepping forward with the R foot, pivot turn 180 degrees. You are now facing the wall that was behind you. Step L(1-2).

Repeat this pivot turn so that you are now facing the original wall (3-4)

Stomp R (5) snap fingers (6) Ball change LR (& 7)

Hit hands on the front of the hip bones (8)

Cue with: Pivot turn, pivot turn, stomp, snap, step-step, hit.

Counts 1-8 – Scoop forward to the L (take step forward with L foot with knees flexed) clap (1-2)

Repeat the scoop to the R side (3-4)

Step forward with the L foot and make a 90 degree pivot turn to the R, step R (5-6)

With feet together and knees flexed slap thighs with both hands, clap and repeat thigh slap (7&8)

Cue with: Scoop, clap, Scoop clap. Pivot, turn, thigh, clap, thigh.

Assessment Ideas:

Challenge students to learn the choreography and perform it to the various tempos.

Challenge older students or even more highly skilled younger students to learn the more difficult choreography.

Teaching Suggestions:

For lower elementary children use the easier steps. Introduce the steps to the slower tempo songs. As student memorize the steps challenge them to do the steps to a faster tempo song.

Adaptations for Students with Disabilities:

This dance could be done from a wheelchair using arms and upper body movements. Students with cognitive disabilities can repeat each 8 count combination 4 times and then move on to the next 8 counts or even allow some pauses between the steps.

Submitted by **Brenda Goodwin** Thanks for contributing to PE Central! **Posted on PEC: 3/5/2014.**

Visit [S&S Discount](#) for all your physical education equipment and supplies!