Name/Title: Crazy Frog Dance

Purpose of Event: Students will demonstrate the ability to use basic walking steps in several body directions while demonstrating rhythmic accuracy with their steps. Students will state that dancing makes their heart go faster and is good exercise. This lesson will satisfy National Dance Content Standards 1 and 6.

Prerequisites: * Prior experience in basic line dance steps is helpful.
* Students should have had experience moving to a steady beat and understand their basic body directions: forward, backward, right (side), and left (other side).

Suggested Grade Level: K-2

Recommended music: "Axel-F" by the Bass Bumpers, a German dance music duo featuring Crazy Frog ringtone sounds. Music may be found at: http://gprime.net/video.php/bassbumpers

Beginning dance formation: Students can be either in line dance formation or scattered in personal space. Either way, they should face the teacher who should be prepared to mirror the actions of the dance with the students.

Description of Idea

This is a simple 1-wall or 4-wall line dance. There are 4 counts in each part of the dance. The dance starts just after you hear "what's going on" and Axel F music starts.

Counts 1 - 4: Walk forward 4 steps (can add a clap on beat 4)
Counts 5 - 8: Walk backward 4 steps (can add a clap)
Counts 9 - 16: Repeat counts 1 - 8.
Counts 17 - 24: Step Touch right, Step Touch left 2x
Counts 25 - 28: 3-step turn right (3 steps in place, marching or a partial grapevine step could also be used. There is a pause for the 4th count in this part of the sequence).
Counts 29 - 32 : 3-step turn left (see above)
Repeat entire dance counts 1 - 32

There are then 32 Counts of Freestyle. Students pretend to ride a motorcycle in personal space, moving around on curved or straight pathways. At the end of 32 counts students can face wall 2 or just face wall 1 again to begin the dance again. They can be encouraged to be in a different place each time the dance repeats.

The "frog ringtones" come at the end of the 32 counts and may be used as an audible cue to begin the dance again.

After the dance has been learned and performed, be sure to ask the students how their bodies feel. Ask them questions to elicit an understanding about heart rate elevation and relate this to

the fact that dancing is good exercise for their heart, body and mind.

Assessment Ideas:

After the dance is learned, use a simple assessment sheet with all the names on it to assess each student by giving a plus, check or needs improvement on performing the line dance with rhythmic accuracy and in the correct sequence. A videotape may be used to enable evaluation to take place after the class is over or for students to self-assess at a later time.

Teaching Suggestions:

For this age group, it is not necessary to worry about right and left feet during the dance. The focus is on rhythmic accuracy and body directions. They can step forward and backward with either foot leading and they can step touch to whichever side they wish. If students begin in scattered formation, they will not interfere with each other when they go side to side with the step touches.

Adaptations for Students with Disabilities:

Students with disabilities can do grapevines instead of 3-step turn or step in place. Students in wheelchairs can roll forward and back, clap hands overhead for step touches and wave hands overhead for the 3-step turn. Students could be given a simple scarf or ribbon as a prop to manipulate during the "freestyle" portion of the dance. They may be encouraged to wave the prop at a variety of levels and/or pathways.

Submitted by **Leah Hinkle** in High Point, NC. Thanks for contributing to PE Central! **Posted on PEC: 3/11/2011**.

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