

## Folk Dance - Lesson 1

### Jump Jim Jo

**Grade:** 3

**Equipment:** CD and ghetto blaster

**Learning outcomes:**

- perform jumps, running steps, slide steps, and stomps individually and with partners
- move to the beat of the music
- combine movement tasks together creating a sequence to music (dance)
- work cooperatively with other students

**Introductory Activity:** *Crows and Cranes*

Divide class in half and call one-group “cranes” and the other “cranes”. Line the students up in two lines facing each other, one side being the cranes and the other the crows. When the teacher calls "cranes" or "crows", all of the team called must turn and run to the wall behind them, hotly pursued by the other team. If a student is tagged they join the other team. This is kept up until one side has everyone in it. When "crab" is called no one moves, if they do they must go to join the opposing team. This helps keep the suspense going as they must wait to see exactly what you are going to call.

**SKILL WORK:**

BASIC TASK	REFINEMENT	ORGANIZATION
1. In your own personal space jump 2 times slowly and 3 fast on the spot.	<ul style="list-style-type: none"> <li>- Emphasize slow and fast jumps; do with beat.</li> <li>- Light jumps (toe-ball-heel)</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure CD is in the right spot</li> <li>- Play music for students so they become acquainted with the song and tell them the song is from America.</li> <li>- Inform students of stop and start signals (STOP AND GO)</li> <li>- Demonstrate first movement for the students (jumps)</li> </ul>
*2. Find a partner, whoever is closest to you and try to do the jump pattern together on the spot facing each other. Then try the jumps to the music.	<ul style="list-style-type: none"> <li>- Both people need to be in sync with each other.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate with a student</li> </ul>
3. Now, on your own try doing eight running steps on the spot.	<ul style="list-style-type: none"> <li>- Only eight steps, no more no less.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the eight running steps</li> </ul>
4. Try doing the running steps in a circle, coming back to your original spot.	<ul style="list-style-type: none"> <li>- Try to make the steps as light as possible.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate eight running steps in a circle</li> </ul>
5. Now, with that same partner, once again face each other and practice doing the 8 running steps together. You will run in the same direction and must end up in your original spot.	<ul style="list-style-type: none"> <li>- Remember only 8 steps. No more no less.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate running steps with a partner</li> </ul>

*6. With partner, combine the jumps and eight running steps (circle). Then try with the music.	- Move to the beat of the music.	- Demonstrate the sequence with a student
7. Now lets try doing 2 steps draws to your right in your own space.	- Take small steps	- Demonstrate step draws
8. Can you show me 3 heavy stomps? Good!	- Try to make sure the whole class can do it at the same time	- Demonstrate stomps
9. With the same partner, face each other and combine step draws and stomps. Move to your right, this means you will go in the opposite direction of your partner.	- Remember to take small steps	- Demonstrate combining the step draws and stomps with a student
10. Combine all the steps (jumps, running steps, step draws and stomps) first without music, then with music.	- Try to make sure you are in sync with the class and have smooth transitions between the different movements	Demonstrate the sequence
11. In your own space, try doing 4 light running steps on the spot followed by 3 jumps	- Try to make the transitions as smooth as possible	Demonstrate 4 light running steps followed by 3 jumps
*12. Now, with your partner practice the entire sequence (jumps, running steps, step draws, stomps, 4 running steps and then 3 jumps). Remember when you do the step draws that you will be moving in the opposite direction of your partner. Then try the sequence to music.	- Smooth transitions and make sure you are in sync with your partner	- Demonstrate the entire sequence with a student.
13. In your partners quickly number yourselves “One” and “Two.” “Ones” make a circle, turn so you are facing outwards. Number “Twos,” find your partner and stand facing them. As a class we are now going to practice the sequence together. (count students in)	- Smooth transitions and make sure you are in sync with the rest of the class	

**Application:**

In the double circle formation, have class perform the movement sequence to the music.

## Folk Dance - Lesson 2 Cshebogar

**Grade:** 3

**Equipment:** CD and ghetto blaster, and map of world

**Learning outcomes:**

- perform slide steps, step and stomps and steps draws and running steps individually and with partners
- move to the beat of the music
- combine movement tasks together creating a sequence to music (dance)
- work cooperatively with other students

**Introductory Activity:** *Crows and Cranes*

Divide class in half and call one-group “cranes” and the other “cranes”. Line the students up in two lines facing each other, one side being the cranes and the other the crows. When the teacher calls "cranes" or "crows", all of the team called must turn and run to the wall behind them, hotly pursued by the other team. If a student is tagged they join the other team. This is kept up until one side has everyone in it. When "crab" is called no one moves, if they do they must go to join the opposing team. This helps keep the suspense going as they must wait to see exactly what you are going to call.

**SKILL WORK:**

BASIC TASK	REFINEMENT	ORGANIZATION
1. Find your own space in the gym and practice 8 slide steps in one direction and then 8 slide steps back to your original spot.	<ul style="list-style-type: none"> <li>- Smooth motion</li> <li>- don't jump, keep your feet closer to the ground</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure CD is in the right spot</li> <li>- Play music for students so they become acquainted with the song and tell them that this song is called the Cshebogar and is from Hungary. Show them where Hungary is on a map of the world.</li> <li>- Inform students of start and stop signals (STOP and GO)</li> <li>- Demonstrate 8 slide steps</li> </ul>
2. Now, try doing eight slide steps on a curved pathway and then retrace your steps back to your spot.	<ul style="list-style-type: none"> <li>- Smooth motion</li> <li>- Make sure your shape is rounded and be sure to retrace it so that you are right back where you started</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate the 8 slide steps on a curved pathway</li> </ul>
*3. Now, find a partner and practice doing your 8 slide steps face to face on a curved pathway so that you are moving in the same direction. Be sure to retrace your steps making 16 slide steps total. Slide to the beat of the music	<ul style="list-style-type: none"> <li>- Make sure you and your partner move together. Not too big of steps.</li> </ul>	<ul style="list-style-type: none"> <li>- Play music for students to move to</li> </ul>
*4. With your partner create your	<ul style="list-style-type: none"> <li>- Make sure you and</li> </ul>	<ul style="list-style-type: none"> <li>- Play music for students to move to</li> </ul>

own relationship for the slide steps. For example: back to back. Practice the new relationship and do it to music.	your partner are moving together to the music	
5. Now, on your own and in your own space do three steps forward and stomp. Then three steps back and stomp.	- Make your steps light so that you can hear your stomps	- Demonstrate the step and stomp movement
6. Get back together with your partner and practice doing the step and stomps facing each other in unison. One person must step forward while the other steps back.	- Keep the same beat with your partner and try to take the same size steps as your partner	- Demonstrate with a student
*7. Now, with your partner combine the curved slide step movement and the step and stomp movement. Repeat with music	- Make transitions between movements smooth and quick to stay in time with the music	- Demonstrate combination of movements - Play music for students to move to
8. Now, individually in your own space practice 4 step draws to the left and then 4 step draws to the right. You should end up back at your original spot.	- Don't take too big of a step	- Demonstrate step draws for students
9. Now, after doing the 4 step draws to the left and 4 to the right ADD 2 step draws left and 2 step draws right.	- Same as above	- Demonstrate step draws
10. Now, with your partner, facing each other practice the full step draw movement. So that you move the same direction have one partner move to their left while the other moves to their right.	- Remember step draws are not as fast as slide steps - Take the same size steps as your partner so you stay together	- Demonstrate, with a student full step draw movement
11. Now, with your partner combine the slide step movement, step and stomp movement and step draw movement.	- Remember smooth and quick transitions between the movements	- Demonstrate the 3 movements combined with a student
13. Now, individually, in your own space try doing 8 running steps in a circle, coming back to your original spot.	- Try to make the steps as light as possible.	- Demonstrate eight running steps in a circle
14. Now, with that same partner, once again face each other and practice doing the 8 running steps together. You will run in the same direction and must end up in your original spot.	- Remember only 8 steps. No more no less.	- Demonstrate running steps with a partner
*15. Combine the slide steps, step and stomps, side steps and	- listen to the music, it will tell you how to	- Demonstrate the sequence - Play music for students to move to

running steps together with your partner. Then practice the sequence with the music.	move	
16. In your partners quickly number yourselves “One” and “Two.” “Ones” make a circle, turn so you are facing outwards. Number “Twos,” find your partner and stand facing them. As a class we are now going to practice the sequence together. (count students in)	- Smooth transitions and make sure you are in sync with the rest of the class	

**Application:**

In the double circle formation, have class perform the movement sequence to the music.

**Folk Dance - Lesson 3  
Ten Pretty Girls**

**Grade:** 3

**Equipment:** CD and ghetto blaster

**Learning outcomes:**

- perform walking steps, stomps and kicks individually and in unison with the rest of the class
- move to the music
- combine movement tasks together creating a sequence to music (dance)
- work cooperatively with other students

**Introductory Activity:** *Shadow Tag*

It is very similar to the traditional game of tag, but Shadow tag involves only two people. This way each person is running the entire time.

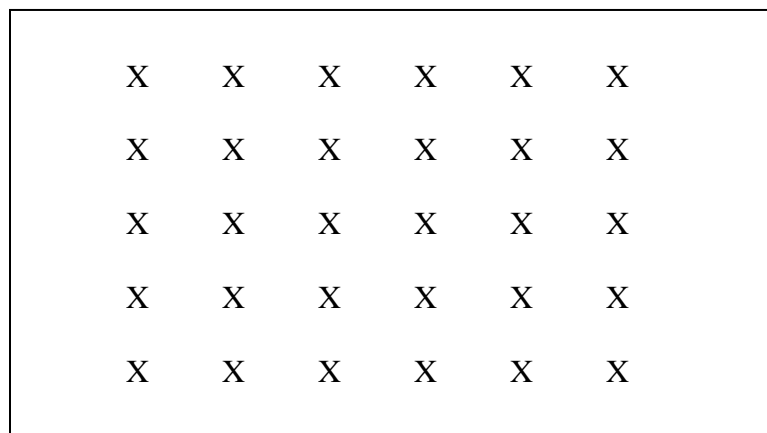
**SKILL WORK:**

BASIC TASK	REFINEMENT	ORGANIZATION
*1. Find your own personal space in the gym. With your right foot, place your right toe forward and pause, then place your right toe to the right side and pause.	- Point toes	- Ensure CD is in the right spot - Play music for students so they become acquainted with the song and tell them that this song is called the Ten Pretty Girls and it is from America - Inform students of start and stop signals (STOP and GO) - Demonstrate first task (toe point and pause)
2. After you have completed the toe point forward pause and the toe point to the right and pause take three steps, moving sideways to the left: right, left, right. Note that your first step is placed behind your left foot.	- Not too big of steps - Try to make it smooth	- Demonstrate steps
3. With your left foot, place your	- Point toes	- Demonstrate task

left toe forward and pause, then place your left toe to the left side and pause.		
4. After you have completed the toe point forward pause and the toe point to the left and pause take three steps, moving sideways to the right: left, right left. Note that your first step is placed behind your right foot.	- Not too big of steps - Try to make it smooth	- Demonstrate task
*5. Now, lets combine the toe points and the steps together. Start with the right and then do the left. Then try these to the music.	- Smooth transitions - Point toes	- Demonstrate right toe points and pauses and the steps and then go into the left toe points and pauses and the steps. - Play music for students to move to
6. Now, move forward 4 steps, strutting: right, left, right left	- Not too big of steps	- Demonstrate the steps
*7. Now, lets combine the toe points and pauses, steps and forward struts together. Then do the sequence to the music.	- Try to make it smooth	- Demonstrate the sequence - Play music for the students to move to
8. In your own space away from others, vigorously kick your right foot forward and lean body back. Then kick vigorously kick right foot backwards and lean body forward.	- Must be able to still balance	- Demonstrate kicks
*9. Combine toe points and pauses, steps, forward struts and kicks together. Practice the sequence. Then to music.	- Try to make it smooth	- Demonstrate sequence - Play music for students to move to
10. Do 3 light stamps in place. Right, left, right.	- The stamps should be light	- Demonstrate 3 light stamps
11. Practice the entire sequence. (toe points and pauses, steps, forward struts, kicks and stamps).	- Smoothness is key	- Demonstrate sequence
12. Find a partner, (whoever is closest to you) and practice doing the sequence together. Try to refine each others movements.	- Try to move together	

**Application:**

\* Have students form lines of about 6 across the gym. Play the music and have the students perform the movement sequence.



**Extension:**

Students will make changes to some of the elements (ie. Formation, direction, pathways, relationships and steps) of the original Ten pretty Girls dance. In groups of 3 or 4 the students will perform their variations for the class.