

Unit: 3rd Grade Dance

Lesson Focus: Circle Dance

Guiding Objectives	
Focus Physical Education Standards:	<p>1.15 Perform a line dance, a circle dance, and a folk dance with a partner.</p> <p>2.6 Define the terms line dance, circle dance and folk dance</p> <p>2.7 Compare and contrast folk dances, line dances and circle dances.</p>
Common Core State Standards:	SL. 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on other’s ideas and expressing their own clearly.
Student Learning Objectives:	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Count steps • Perform a circle dance • Discuss and record elements of the Circassian Circle Dance
Instruction	
Warm-Up:	Perform D’Hammerschmeidsgselln folk dance with a partner.
Anticipatory Set:	<p>Tie to previous experience: “We learned about line dances. Turn to someone next to you and define a line dance.” Share out. “Now turn back to your partner and tell them what you think a circle dance might be.” Share out.</p> <p>What: By the end of this lesson you will be able to define the term circle dance and perform a circle dance with a group.</p> <p>Why: Dancing is a great form of exercise and is really a fun activity for people to do at celebrations in their community or family events. Circle dances are really fun because they involve lots of people at once.</p> <p>How: You should be able to explain to someone what a circle dance is. You should also be able to count the steps and perform the dance with a group by the end of class.</p>

<p>Instructional Input/ Sequencing:</p>	<ul style="list-style-type: none"> • Explain that a circle dance is a group dance where people dance in a circle formation. • Play the music for students. • Set-up poly spots in a big circle and instruct students to go stand on a spot. • This is traditionally a boy/girl dance with alternating movements based on gender. I number students as a 1 or 2 instead of partnering by gender. Number off students in the circle alternating 1's and 2's. • Teach the dance part by part without music and give a few times for everyone to practice. • Explain the counts and have students count along with you. <p>Steps:</p> <ul style="list-style-type: none"> • All students hold hand in a circle formation. • 8 counts- Everyone walks in 4 counts and backwards back out 4 counts. • 8 counts- 1's walk in 4 counts and backwards back out 4 counts. (2's are clapping with the beat) • 8 counts- 2's walk in 4 counts, turn and walk back 4 counts to join hands with the person on their left. (1's are clapping with the beat) • 2's join hands with the 1's, with arms crossed • 16 counts- Partners skip in a circle for 2 sets of 8 counts. • 16 counts- All Partners walk still holding hands in a counter-clockwise circle for 2 sets of 8 counts. • Let go of partner's hands and rejoin the circle in same spots. • Repeat all movements a second time.
<p>Strategies for Differentiation:</p>	<ul style="list-style-type: none"> • Pair students who have mastered the steps with students who are having trouble as student helpers. • Instruct students who are having trouble staying with music to count while performing the steps.
<p>Guided Practice:</p>	<ul style="list-style-type: none"> • Give lots of practice time for students to repeat movements to master the dance • Continue to count for students to help students stay with the music. This is immediate feedback on whether they are performing the steps at the right time. • Monitor students and change partners accordingly based on behavior and skill level. • Post cues and counts on a whiteboard to help students remember.

<p>Formative Assessment:</p>	<ul style="list-style-type: none"> • Break the class up in half to take turns performing the dance for the other group. • Give each student on the observation group a student in the performing group to observe and give feedback. • Post criteria for students to use while observing • Observing students share their feedback with the performers. • Change places and give the other group a chance to perform and receive feedback. <p>Performance criteria:</p> <ol style="list-style-type: none"> 1. Was the performer able to stay with the music and counts? 2. Was the performer able to demonstrate all moves correctly? 3. Give the performer a compliment. <ul style="list-style-type: none"> • Partner share and group discussion to define circle dance, discuss elements of “The Circassian Circle dance” to be written on a poster and compared with pre-made teacher poster.
<p>Application:</p>	<ul style="list-style-type: none"> • Students are given plenty of practice time to master the movements.
<p>Closure:</p>	<ul style="list-style-type: none"> • Partner share and group discussion to define circle dance, discuss elements of “The Circassian Circle dance” to be written on a poster and compared with pre-made teacher poster. • Compare and contrast D’Hammerschmeidsgselln and The Circassian Circle Dance with a partner.
<p>Outcomes</p>	
<p>Evidence of Student Learning:</p>	<ul style="list-style-type: none"> • The students will show evidence of their learning when they perform the dance for another group who will use performance criteria to assess their performance. • Students will demonstrate knowledge of a circle dance by defining it to their partner. • Students will compare and contrast D’Hammerschmeidsgselln, Electric Slide and The Circassian Circle Dance with a partner.



3rd Grade Circassian Circle Dance Lesson Plan



Follow-Up	
Re-Teaching Strategies:	<ul style="list-style-type: none">• Students will use their “Circassian Circle Dance” poster to compare and contrast the previous dances they learned, to be ready to complete their Venn diagram on their assessment day.
Resources:	Circle Dance <ul style="list-style-type: none">• https://www.youtube.com/watch?v=MKROoYwBr6c