



Fourth Grade Dance Projects

Objectives

- ❖ To explore dance and its relationship with other areas of life .
- ❖ To provide a combination of individual and team projects to foster creative thinking.
- ❖ To look at the people and stories that are part of the history of dance.
- ❖ To allow students to experience the joy of dance.
- ❖ To introduce dance to those students who have not had the opportunity to explore dance based movement activities.
- ❖ To encourage students who have an interest in dance to continue to pursue opportunities which will enhance their personal development and appreciation of the art form.

Physical Education I- Dance & Choreography (approx activity length 40 minutes)**Equipment**

Something to play music on (stereo, mp3 player and speakers, etc)

A clock with a second hand, stopwatch or timer

The song "Tik Tok" by Kidz Bop (Kidz Bop Dance Party CD) (warm up song 1)

[Download the single song here from Amazon](#)

The song "I Gotta Feeling" by Kidz Bop (Kidz Bop Dance Party CD) (warm up song 2)

[Download single song here from Amazon](#)

[Download full cd from Amazon](#)

If you want to use different songs, the warm up exercise will work with songs which are approximately 6 ½ minutes long with a beat range of 112 - 120 beats per minute

The song "Don't Stop the Music" by Kidz Bop (Kidz Bop Dance Party CD)

[Download single song here from Amazon](#)

Other age appropriate versions of this song will work as well. The version referenced above is about 3½ minutes long.

Any high energy age appropriate song that is about 3 minutes in length. Beats per minute is not important.

Warm up (approximate activity length 8 minutes)

Divide the students into lines so that they have room to move side to side while being able to maintain their personal space.

This warm up is a level more challenging than the activity presented in the **National Dance Third Grade Lesson Plans**. If your students are new to dance movements, the warm up exercises presented in the First, Second and Third Grade lesson plans are appropriate for this age as well.

Explain to the students the benefits of warming up the body for activity. Remind the students that warming up their brains by working on coordination and musicality is just as important as getting their hearts pumping and warming up their joints and muscles. If you are facing the students to demonstrate, remember to use the opposite side of your body from what you are saying so that the students can mirror you.

Each interval is 15 seconds. During this series, present the students with the goal of keeping their feet moving together as they complete the other activities.

Physical Education - Dance and Choreography continued

Song 1 – “Tik Tok”

- Interval 1** Step to the right side with the right foot, tap the left foot closed to the right foot, clapping the hands together at the same time as the foot taps. Reverse and continue to alternate sides.
- Interval 2** Continue to move the feet as above and relax the arms by the sides, nod the head “yes” avoiding any sharp head movements. The head movements do not have to time with the feet.
- Interval 3** Continue to move the feet as above and relax the arms by the sides, shake the head “no” avoiding any sharp head movements. The head movements do not have to time with the feet.
- Interval 4** Tilt the head towards the shoulder (like you are holding a phone between your ear and shoulder), return to center, repeat on the other side, return to center. Avoid any sharp head movements.
- Interval 5** Step wide with the feet and instead of tapping closed, straighten one leg and tap the foot more side, at the same time stretch one arm overhead and climb an invisible rope
- Interval 6** Continue the same movement of the feet and legs, but change the overhead movement to more of a side bend – reaching towards the far corners of the room
- Interval 7** Return to the step, tap with the feet and bend the elbows so that the hands are approximately shoulder high, shrug the shoulders up and down in an expression of “I don’t know”
- Interval 8** Step the right foot to the right, close the left foot to the right foot, step the right foot to the right and tap the left foot closed. Reverse and continue to alternate this pattern from side to side (step, together, step, touch is a quick way to say the pattern).
- Interval 9** Keep the feet moving in the same pattern as #8 and when the movement travels to the right, lift and drop the right shoulder as many times as possible. When moving to the left lift and lower the left shoulder as many times as possible.
- Interval 10** Continue the same movement of the feet and circle both shoulders back and around
- Interval 11** Continue the same movement of the feet and circle both shoulders front and around.
- Interval 12** The same as #8 but replace the tap with a jump closing the feet together.

Physical Education - Dance and Choreography continued

Song 2 – “I Gotta Feeling”

- Interval 1** Stop the feet, have the students stand on one foot and bend the opposite knee. Circle the ankle of the foot that is in the air clockwise and counter clockwise.
- Interval 2** Repeat #1 on the second side.
- Interval 3** Open the feet to about hip width and bend both knees. Lift the arms out to the sides and slide the ribcage from one side to the other.
- Interval 4** Place the hands on the hips and shift the ribcage forward and backward
- Interval 5** Draw a clockwise circle with the torso, trying to keep from the hips down still
- Interval 6** Draw a counterclockwise circle with the torso, trying to keep from the hips down still
- Interval 7** Swing the hips from side to side
- Interval 8** Circle the hips in a clockwise circle
- Interval 9** Circle the hips in a counter clockwise circle
- Interval 10** Have the students step on the right foot and kick the left foot between knee and ankle high, step on the left foot and repeat the kick with the right foot. Continue to alternate legs
- Interval 11** Continue the kicks from above but encourage the students to increase the height of the kicks to be between knee and hip height
- Interval 12** Have the students continue to kick, trying to kick their legs as high as they can comfortably can
- Interval 13** Have the students jump up and down (small jumps) in place, first with their feet together and after about 8 seconds with their feet hip width apart
- Interval 14** Have the students hop on 1 foot in place, about 8 seconds on each foot.
- Interval 15** Have the students spring side to side from one foot to the other foot until there is no more music.

When the music is finished, have all of the students raise their right arm in the air and take a large bow.

Physical Education - Dance and Choreography continued**Choreographed Dance** (approximate activity length 20 minutes)

Have the students divide into multiple lines as for the warm up activity earlier.

The students will need to know the chassé (broken down in the 2nd Grade notes) and grapevine (broken down in the 3rd Grade notes)

Teach the students the chassé to the right and left.

Have the students complete 8 chassé to the right, 8 to the left

Repeat 4 more sets of 8 chassé in each direction

Repeat with 4 chassé right and 4 left

Repeat 4 more sets of 4 chassé in each direction

Teach the students the grapevine.

Have the students complete 8 sets of grapevines (1 right and 1 left = 1 set)

Have the students complete 8 sets of ½ grapevines (back, side, front, tap)

Teach the students Turn and Tap

Step on the right foot to the right side, turn ½ turn to the right and close the left foot to the right foot (you are now facing the back of the room), turn ½ turn to the right and step on the right foot to the right side (you are now facing the front of the room), tap the left foot to the right foot.

Reverse to the left.

Have the students practice 8 sets of turn and tap (1 right and 1 left = 1 set)

Have the students practice the half grapevine with the turn tap (total of 8 counts each direction). Practice alternating right and left for 8 sets.

Physical Education - Dance and Choreography continued

Play the song "Don't Stop the Music" for this activity

During the introduction in the beginning allow the students to do their own freestyle movements in place with the music. This section lasts about 24 counts and you will hear the words "Please don't stop the music " 2x with instrumental beats afterwards before you start the dance. The dance starts with "It's getting late".

Counts	Movements
1-8	Face the right wall and chassé to the right for 8 counts
1-8	Chassé to the left for 8 counts and finish facing front
1-8	Grapevine to the right
1-8	Grapevine to the left
1-4	Face the right wall and chassé to the right for 4 counts
5-8	Chassé to the left for 3 counts and turn to face the left wall
1-4	Face the left wall and chassé to the left for 4 counts
5-8	Chassé to the right for 4 counts and finish facing front
1-4	4 counts of grapevine to the right (cross back, side, cross front, tap)
5-8	Turn tap to the right
1-8	Repeat the grapevine and turn tap to the left

Repeat from the beginning 5 additional times

Have the students freestyle in place until the end of the song (approximately 24 counts)

Repeat the whole dance 1 more time (more if the majority of the students aren't getting it.

Divide the class into 4 groups. Have each group line up along a separate wall facing into the center, so that they are making a square. Have the students perform the same dance in their new positions. After 1 time through, have the students rotate 1 wall to their right and repeat.

Physical Education - Dance and Choreography continued**Variations** (approximate activity length 11 minutes)

Divide the four groups in half, so there are now 8 groups of students. Ask each group to use the general pattern of the dance you've been working on and change the steps so the dancers spend more time in the air.

The general pattern is back, front, right, left. To keep the exercise easier, have the students work 8 counts in each direction.

Examples of steps that are more airborne are:

- Hopping
- Skipping
- Jumping
- Leaping

Allow the students 1 song length to create the 32 count combination for their group.

Have the each group teach their combination to the other groups. Remind the students that it is okay if more than 1 group came up with the same combination.

Math Skills – Graphing and Probability (approximate activity length – 20 minutes)**Equipment**

A piece of graph paper for each group of students

A piece of lined paper for each group of students

A selection of colored pencils (each student in the group needs his / her own color)

A tape measure for each group of students

A hallway is the ideal location for the movement part of this exercise

A piece of tape to mark the "starting line"

Movement Exercise

Divide the students into groups of 3 or 4 (depending on your class size).

Have each student take 2 running steps and then leap from 1 foot and land on the other foot.

The leap needs to take off from the starting line.

Have the student try to maintain their balance on 1 foot while the rest of their team measures the distance travelled (to the end of the leaper's shoe).

If the hallway is tile, have the students measure 1 tile. Count the number of tiles traveled and multiple that number by the length of the tile. Measure the distance from the last tile break to the front of the foot and add that number to the product of the tiles.

Have the students record the distance on the lined paper under the leaper's name. Repeat that process so that everyone in the group has 3 distances.

Writing Exercise

Have the students create a graph on the graph paper which shows the 3 distances for each student as well as the results of the entire group. This can be depicted through a bar graph, line graph or by using a pie chart where the total is the sum of all of the group members' distances and then subdivide from there.

From looking at the graphed results, have the students determine probabilities. Some options are:

- Would subsequent leaps get longer, shorter or stay the same for members of the group?
- Does body height have any relationship to leap length? Would a taller person leap farther?
- Does leg height have any relationship to leap length? Would a shorter person leap closer?
- Is there any relationship with leap length and gender?

Language Arts – Communication (approximate activity length – 1-2 class periods)**Equipment**

101 Stories of the Great Ballets – Francis Mason and George Balanchine

ISBN-13: 9780385033985

ISBN - 0385033982

Some of the better stories to copy are:

Apollo
Billy the Kid
Coppélia
Don Quixote
Fancy Free
La Fille Mal Gardée
Firebird
Gaité Parisienne
Giselle
Jewels
The Nutcracker
Petrouchka
Rodeo
Romeo and Juliet
Sleeping Beauty
Spartacus
Swan Lake
La Sylphide
Les Sylphides

Lined paper and a pen or pencil for each student

A copy of one of the stories for each student

Reading

Have the students read the story he/she selected either as part of the class assignment or for homework before beginning the writing portion of the exercise

Writing

Give the students a choice of the following writing assignments:

Write a modernized / updated version of the story that he / she read.

Compare the story read to another story that he / she is already familiar with.

Write a sequel to the story that he / she read.

Presentation

Have the students give a brief oral summary of the story that they read and then present the second part of their project. If multiple students read the same story have them do their presentations back to back. Have 1 student present the summary and the others add any additional information they feel is important. Have each student present their own second part.

Science / Health – Healthy Lifestyle

(approximate activity length 30 minutes)

Equipment –*Paper and pencil for each student***Discussion**

Lead the students in a discussion about different dance styles. Some styles of dance to mention are:

- Ballet
- Tap
- Jazz
- Modern
- Break Dance
- Krump
- Lyrical
- Contemporary
- Latin Dance
 - Merengue
 - Swing
 - Bachata
 - Samba
 - Rumba
 - ChaCha
 - Salsa
 - Mambo
 - Cumbia
- Hustle
- Ballroom Dance
 - Foxtrot
 - Waltz
 - Quickstep
 - Tango
 - Viennese Waltz
 - Argentine Tango
- Square Dance
- Folkloric Dance
- Flamenco
- Hawaiian / Polynesian
- Irish Step
- Highland
- Folk Dance
- Native American Dance

Science / Health – Healthy Lifestyle – continued

Encourage the students to talk about what they like and don't like about different dance styles.

Do the students participate in any of the dance styles currently?

How did he / she get started in that style of dance? Was it something that another family member participated in?

If a student is currently participating in dance, is it an activity that the student can picture themselves continuing to participate in for the rest of his / her life?

Can the students picture themselves participating in any other dance styles as they get older?

Can they name any adults who dance?

Do they watch any dance shows on television?

What activities that the students participate in could be helped by dance?

Social Studies – Dance in Your state

(approximate activity length 1-2 class periods)

Equipment*Computer with internet access or library access for research**Paper and pen or pencil for writing*

Have students find a famous dancer, choreographer, composer / musician instrumental in dance or business important to dance that was born or originated in your state and research about that person or company. The research should include a brief biography or history (if a company), the long term impact on the art of dance as well as at least one non dance interesting fact.

An alternative would be to research the state dance for your state

While there are many more, here is a list to get you started:

Alabama – Heather Whitestone	Official Dance
Alaska – Chilkat Dancers	Square Dance
Arizona – Tarah Paige	
Arkansas – Ballet Arkansas	Square Dance
California – Isadora Duncan	West Coast Swing, Square Dance, Folk Dance (official)
Colorado – Erick Hawkins	Square Dance
Connecticut – Jenna Dewan	Square Dance
Delaware - Susan Stoman	
District of Columbia – Kennedy Center for the Arts	
Florida – Fernando Bujones	
Georgia – Jimmy Slyde	Square Dance
Hawaii – Amanda Schull	Hula
Idaho – Drew Jacoby	Square Dance
Illinois – Gower Carlyle Champion	Square Dance
Indiana – Michael Jackson	
Iowa – Glen Miller	
Kansas – Lucinda Dickey	
Kentucky – John W. Bubbles	Clogging
Louisiana – Talley Beatty	Second Line
Maine – Bates Dance Festival	
Maryland – Philip Glass	Square Dance
Massachusetts – Eleanor Torrey Powell	Square Dance
Michigan – Jerry Mitchell	
Minnesota – Movement Architecture	Square Dance
Mississippi – Britney Spears	Square Dance
Missouri – Gus Giordano	Square Dance
Montana – Michael Smuin	
Nebraska – Fred Astaire	Square Dance

Social Studies – Dance in Your state continued

Nevada – Nevada Ballet Theatre	
New Hampshire – Aaron Tolson	
New Jersey – Jack Cole	Square Dance, Folk Dance (official)
New Mexico – National Dance Institute of New Mexico	
New York – Sammy Davis Jr	Lindy Hop
North Carolina – North Carolina School of the Arts	Clogging, Carolina Shag
North Dakota – Lawrence Welk	Square Dance
Ohio – Suzanne Farrell	Charleston
Oklahoma – Maria Tallchief	Square Dance
Oregon – Jane Powell	Square Dance
Pennsylvania – Martha Graham	Polka
Rhode Island – George M Cohan	
South Carolina – Chryssie Whitehead	The Shag, Square Dance, Richardson Waltz
South Dakota – Dorothy Provine	
Tennessee – Jane Comfort	Square Dance
Texas – Patrick Swayze	Texas Two Step
Utah – Sabra Elise Johnson	Square Dance
Vermont – Moses Pendleton	
Virginia – Shirley MacLaine	Square Dance
Washington – Merce Cunningham	Square Dance
West Virginia – Jesco White	
Wisconsin – Karole Armitage	Polka
Wyoming – Buffalo Bill Historical Center	

Art / Music – State Dances (approx activity length 30 – 45 minutes)**Art****Equipment**

Large kraft or butcher paper

Paints, markers, crayons

Paper, fabric scraps, trims

Glue

Have the students work in groups of 2 – 3 students of the same gender.

The teacher or aide traces the outline of 1 student onto the kraft or butcher paper.

The students then darken the outline with a marker or paint.

As a group, the students “costume” their dancer in attire that is appropriate for performing the state dance of your state.

Music**Equipment**

Music for your state’s state dance

Something to play the music on

Play the music for your state’s state dance for the students.

Teach them the basic steps to the dance.

Break the class up into small groups so that the students can perform for each other.