



# Dance & Rhythmic Activities

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical Education. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

**Dance unit consists of activities that help with balance, staying on rhythm, basic dance steps, and choreographed dances.**

## UNIT OBJECTIVES

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The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes .



### Students will be able to...

- Demonstrate activity specific movement skills in 2 or more individual pursuit activities (S1.H1.L1)
- Apply terminology associated with each individual pursuit activity (S2.H1.L1)
- Participate several times a week in a self-selected individual pursuit (S3.H6.L1)
- Employ effective self-management skills to participate appropriately in individual pursuit activities (S4.H1.L1)
- Exhibit proper etiquette and respect for others while engaged in individual pursuit activities (S4.H2.L1)
- Solve problems and think critically while engaged in individual pursuit activities (S4.H4.L1)
- Apply best practices for participating safely while engaged in individual pursuit activities (S4.H5.L1)
- Select and participate in individual pursuit activities that meet the need for self-expression and enjoyment (S5.H3.L1)
- Identify the opportunity for social support in a self-selected individual pursuit activity (S5.H4.L1)

*Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).*



### **Special Considerations**

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

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### **Equipment Considerations**

- Use videos to show dance, visual cue cards, slow the tempo of the music, label right and left with sticker/marker, use poly spot markers, directional arrows, etc.
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### **Safety Considerations**

- Demonstrate safe proximity
- Use mats if needed for padding landing areas during balance work.

# UNIT SCHEDULE

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This unit is segmented into 5+ sessions, however instructors can decide to extend or shorten skill instruction timeframes based on what best serves their students. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

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## Sample Lessons

- GoNoodle/Youtube warmup to dancing
- Balance Practice
- Dance and Freeze
- Choreographed Dances
  - Hokey Pokey
  - YMCA
  - Devil Went Down to Georgia
  - Cotton Eye Joe
  - Cha Cha Slide

## Objectives

### Students will be able to...

- Demonstrate competency and/or refines 2 or more activity-specific movement skills in dance. (S1.H1.L1)
- Demonstrate competency in one form of dance. (S1.H1.L2)
- Identify examples of social dance forms. (S2.H4.L1)
- Exhibit proper etiquette, respect for others, and teamwork while engaging in dance. (S4.H5.L1)
- Apply best practices for participating safely in dance. (S4.H5.L1)

## Materials

- **Bean Bags or stuffed animals filled with beans (beanie babies)**
- **Visual example cards:** visual aids with dance movements on them
- **Music Player:** cd, ipod, or ipad player that can play music
- **Video display capabilities (not needed, but encouraged):** projector with connection to your computer or ipad
- **Poly Spots or directional markers:** flat marker spots that are non-slip and can be used to indicate a location or direction.

## Vocabulary

- **Balance:** a balance of weight enabling someone to remain upright and steady
- **Beat:** a rhythmic sound
- **Dance Step:** specific movement or sequence of movements that are used to create a dance
- **Rhythm:** a strong regular and repeated sound within a song that can be followed by a dancer
- **Stance:** the way someone stands or referring to their posture
- **Mirror:** an accurate representation of what the lead dancer or instructor is doing

## Task Analysis

Movement Sequence	Verbal Cues
<p><b>Find Your Balance</b></p> <ol style="list-style-type: none"> <li>1. Keep my support leg still with my foot flat on the ground?</li> <li>2. Balance on either leg?</li> <li>3. Keep my eyes focused forwards as I balance?</li> <li>4. Keep my whole body still while I balance?</li> <li>5. Use my arms to help me balance?</li> <li>6. Balance a beanbag on my head, the back of my hand or on my shoulder?</li> <li>7. Close my eyes while I balance?</li> </ol>	<ol style="list-style-type: none"> <li>1. Still leg, no wiggle</li> <li>2. One leg at a time</li> <li>3. Pick a looking spot</li> <li>4. No wiggles</li> <li>5. Arms out like an airplane</li> <li>6. Keep the bean bag still</li> <li>7. Eyes closed to try harder</li> </ol>
<p><b>Dance and Freeze</b></p> <p>Move to the beat and keep a rhythm.</p> <p>Stop and find a fun stance on “Freeze”</p> <p>Keep your balance.</p> <p>Balance on your _____.</p>	<ul style="list-style-type: none"> <li>• Keep the rhythm</li> <li>• Freeze like a statue</li> <li>• Balance</li> </ul>
<p><b>Warm up to dancing with GoNoodle or Youtube dances</b></p> <p>Links:</p> <p>Koo Koo Kanga Roo - Dinasauro Stomp</p> <p>Koo Koo Kanga Roo - I Get Lose</p> <p>Hollabaloo: Greater Than, Less Than, Equal To</p> <p>The Maxarena</p>	<ul style="list-style-type: none"> <li>• Find your balance, Stay with the Rhythm, Follow the dance step, and mirror the person on the video</li> </ul>

## SESSION 1: INTRO TO BALANCE, RHYTHM, AND MIRRORING

**Game overview & vocabulary (see vocabulary with definitions above)**

### Find your Balance Warm-Up Instruction

- Encourage the students to find their balance by asking them these “Can I” questions:
- Keep my support leg still with my foot flat on the ground?
- Balance on either leg?
- Keep my eyes focused forwards as I balance?
- Keep my whole body still while I balance?
- Use my arms to help me balance?
- Balance a beanbag on my head, the back of my hand or on my shoulder?
- Close my eyes while I balance?
- After you ask students these questions practice using balance by doing dance and freeze.

### Dance and Freeze Instruction

- Explain to the students that when the music is playing students can dance however they want. Remind students to be in safe space, and to use safe dance moves and try to dance to the music (rhythm).
- When the music stops students must stop and maintain balance.
- To increase difficulty for your students name off body parts that the student must balance on... right foot, left foot, rear end, tummy, one hand and one foot etc... when the music stops or just before.

### Warm up to dancing and mirroring with GoNoodle, or Youtube dances of your choice Instruction

- Find your balance, Stay with the Rhythm, Follow the dance step, and mirror the person on the video



Upper Darby High School, PA, photo by Cathy Boston

## Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Keep my support leg still with my foot flat on the ground?				
Balance on either leg?				
Keep my eyes focused forwards as I balance?				
Keep my whole body still while I balance?				
Use my arms to help me balance (arms out)?				
Close my eyes while I balance?				

### Assessment (cont)

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Balance a beanbag on my head, the back of my hand or on my shoulder? Balance on either leg?				
Student can successfully mirror 2 dance skills.				
Student can name one dance that they would do in a social situation (wedding, dance, etc.)				



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## SESSION 2: DANCE AND FREEZE WARM-UP, HOKEY POKEY, YMCA

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### Objectives

#### Students will be able to...

- Demonstrate activity specific movement skills in 2 or more individual pursuit activities (S1.H1.L1)
- Apply terminology associated with each individual pursuit activity (S2.H1.L1)
- Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)
- Employ effective self-management skills to participate appropriately in individual pursuit activities (S4.H1.L1)
- Exhibit proper etiquette and respect for others while engaged in individual pursuit activities (S4.H2.L1)
- Solve problems and think critically while engaged in individual pursuit activities (S4.H4.L1)
- Apply best practices for participating safely while engaged in individual pursuit activities (S4.H5.L1)

### Materials

- **Visual example cards:** visual aids with dance movements on them
- **Music Player:** cd, ipod, or ipad player that can play music
- **Video display capabilities (not needed, but encouraged):** projector with connection to your computer or ipad
- **Poly Spots or directional markers:** flat marker spots that are non-slip and can be used to indicate a location or direction

### Vocabulary

- **Beat:** a rhythmic sound
- **Dance Step:** specific movement or sequence of movements that are used to create a dance
- **Rhythm:** a strong regular and repeated sound within a song that can be followed by a dancer
- **Stance:** the way someone stands or referring to their posture
- **Mirror:** an accurate representation of what the lead dancer or instructor is doing

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## SESSION 2: DANCE AND FREEZE WARM-UP, HOKEY POKEY, YMCA

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### Session 2 Content

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#### Dance and Freeze Instruction

- Explain to the students that when the music is playing students can dance however they want. Remind students to be in safe space, and to use safe dance moves and try to dance to the music (rhythm).
- When the music stops students must stop and maintain balance.
- To increase difficulty for your students name off body parts that the student must balance on...right foot, left foot, rear end, tummy, one hand and one foot etc... when the music stops or just before

#### Hokey Pokey Instruction

- Students start with a poly spot as your "in" indicator.
  - Directional arrows, or labeled right and left body parts can help the students.
- Practice following the directions of the song in their own space.
  - Put your right hand/arm in, out...left arm/hand in, out...right foot, left foot etc.
- After practicing in their own space, students may move to a circle format when they are comfortable with the proximity of others.
  - At this point you may be able to get away from the poly spot "in" indicators and use the center of the circle as the "in" location.
  - Continue practicing following the directions to the song, remind students to keep their balance, find a stance, and stay with the rhythm

#### YMCA Instruction

- Introduce the dance/body movements without the music to help students learn the skills at their own pace.
  - Make your body form a Y (feet together, arms above your body 45 degree angle)
  - Make your arms form a M (feet together, arms above head with fingers touching top of head)
  - Make your arms form a C (one arm extended out from waist, other arm curled over head)
  - Make your body form an A (feet apart, arms above head, hands together)
- After learning the skills for the dance, introduce the music.
- When students are not forming letters they may dance freely.

## Task Analysis

Movement Sequence	Verbal Cues
<p><b>Hokey Pokey</b></p> <p>Students start with a poly spot, then move to a circle format as students are comfortable with proximity.</p>	<ul style="list-style-type: none"><li>• Keep your balance.</li><li>• Right Hand, Left Hand, Right Foot, Left Foot, Head, Whole self in and out...</li></ul>
<p><b>YMCA</b></p>	<ul style="list-style-type: none"><li>• Make a Y, Make a M, Make a C, Make an A</li></ul>



## Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Body makes a Y (feet together, arms above your body 45 degree angle)				
Make arms form a M (feet together, arms above head with fingers touching top of head)				
Makes body form an A (feet apart, arms above head, hands together)				
In the Hokey Pokey student remains in safe proximity to other students				

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## SESSION 3-5: DEVIL WENT DOWN TO GEORGIA, COTTON EYED JOE, CHA CHA SLIDE

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### Objectives

#### Students will be able to...

- Demonstrate activity specific movement skills in 2 or more individual pursuit activities (S1.H1.L1)
  - Students will perform the individual movements for each dance in correct order.
- Apply terminology associated with each individual pursuit activity (S2.H1.L1)
- Demonstrates competency in dance forms used in cultural and social occasions (e.g., weddings, parties), or demonstrates competency in 1 form of dance (e.g., ballet, modern, hip hop, tap). (S1.H2.L1)
  - Students will be able to perform the 16 Step dance to the tune of “The Devil Went Down To Georgia” for the entire song without teacher cues.
  - Students will perform the Cotton Eyed Joe dance 3 consecutive times.
  - Students will perform the Cha Cha Slide to the beat of the music for one song.
- Employ effective self-management skills to participate appropriately in individual pursuit activities (S4.H1.L1)
- Exhibit proper etiquette and respect for others while engaged in individual pursuit activities (S4.H2.L1)
- Solve problems and think critically while engaged in individual pursuit activities (S4.H4.L1)
- Apply best practices for participating safely while engaged in individual pursuit activities (S4.H5.L1)

### Materials

- **Visual example cards:** visual aids with dance movements on them
- **Music Player:** cd, ipod, or ipad player that can play music
- **Video display capabilities (not needed, but encouraged):** projector with connection to your computer or ipad
- **Poly Spots or directional markers:** flat marker spots that are non-slip and can be used to indicate a location or direction

### Vocabulary

- **Beat:** a rhythmic sound
- **Dance Step:** specific movement or sequence of movements that are used to create a dance
- **Rhythm:** a strong regular and repeated sound within a song that can be followed by a dancer
- **Stance:** the way someone stands or referring to their posture
- **Mirror:** an accurate representation of what the lead dancer or instructor is doing

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## SESSION 3-5: DEVIL WENT DOWN TO GEORGIA, COTTON EYED JOE, CHA CHA SLIDE

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### Session 3-5 Content

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#### Devil Went Down to Georgia Instruction

- Teach the dance in 4 step sections: E1, E2, E3, E4, E5 dance steps individually, introducing the next steps sections as the class is gaining understanding for the previous.

#### Cotton Eyed Joe Instruction

- Teach the dance steps in small chunks: E1, E2, E3, E4, E5 introduce the next section of steps as the class is gaining understanding for the previous, and add on until you have the whole sequence mastered.

#### Cha Cha Slide Instruction

- Teach the dance steps in small chunks: E1, E2, E3, E4, E5 introduce the next section of steps as the class is gaining understanding for the previous, and add on until you have the whole sequence mastered (E6).



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**SESSION 3-5: DEVIL WENT DOWN TO GEORGIA, COTTON EYED JOE, CHA CHA SLIDE**

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**Task Analysis: Devil Went Down to Georgia**

Movement Sequence	Verbal Cues
<p><b>E1: Counts 1-4</b>  <b>A: Right foot heel</b>  <b>B: Right foot toe</b>  <b>A: Right foot heel</b>  <b>C: Right foot together</b></p>	<ul style="list-style-type: none"> <li>• Heel</li> <li>• Toe</li> <li>• Heel</li> <li>• Together</li> </ul>
<p><b>E2: Counts 5-8</b>  <b>D: Left heel</b>  <b>E: Left Together</b>  <b>F: Right foot back</b>  <b>C: Right foot together</b></p>	<ul style="list-style-type: none"> <li>• Heel</li> <li>• Together</li> <li>• Back</li> <li>• Together</li> </ul>
<p><b>E3: Counts 9-12</b>  <b>D: Left heel</b>  <b>E: Left Together</b>  <b>G: Stomp with right foot</b>  <b>G: Stomp with right foot</b></p>	<ul style="list-style-type: none"> <li>• Heel</li> <li>• Together</li> <li>• Stomp</li> <li>• Stomp</li> </ul>
<p><b>E5: Counts 17-32</b>  <b>J: Shuffle Step</b></p>	<ul style="list-style-type: none"> <li>• Shuffle to the end</li> </ul>

## Task Analysis: Cotton Eyed Joe

Movement Sequence	Verbal Cues
<p><b>E1: Counts 1-5</b></p> <p><b>A: Right foot kick (2 times)</b></p> <p><b>B: Step back (3 times)</b></p>	<ul style="list-style-type: none"> <li>• Right kick</li> <li>• Right kick</li> <li>• Back and clap</li> <li>• Back and clap</li> <li>• Back and clap</li> </ul>
<p><b>E2: Counts 6-10</b></p> <p><b>C: Left foot kick (2 times)</b></p> <p><b>B: Step back (3 times)</b></p>	<ul style="list-style-type: none"> <li>• Left kick</li> <li>• Left kick</li> <li>• Back and clap</li> <li>• Back and clap</li> <li>• Back and clap</li> </ul>
<p><b>E3: Counts 11-21</b></p> <p><b>A: Right foot kick (2 times)</b></p> <p><b>B: Step back (3 times)</b></p> <p><b>C: Left foot kick (2 times)</b></p> <p><b>B: Step back (3 times)</b></p>	<ul style="list-style-type: none"> <li>• Right kick</li> <li>• Right kick</li> <li>• Back and clap</li> <li>• Back and clap</li> <li>• Back and clap</li> <li>• Left Kick</li> <li>• Left Kick</li> <li>• Back and clap</li> <li>• Back and clap</li> <li>• Back and clap</li> </ul>
<p><b>E4: Counts 22-25</b></p> <p><b>D: Right foot shuffle</b></p> <p><b>E: Left Foot shuffle (2 times)</b></p>	<ul style="list-style-type: none"> <li>• Right Slide</li> <li>• Left Slide</li> <li>• Left Slide</li> </ul>
<p><b>E5: Counts 26-37</b></p> <p><b>D E (alternating)</b></p>	<ul style="list-style-type: none"> <li>• Right Slide</li> <li>• Left Slide</li> <li>• Left Slide</li> <li>• Right Slide</li> <li>• Left Slide</li> <li>• Left Slide</li> <li>• Right Slide</li> <li>• Left Slide</li> <li>• Left Slide</li> <li>• Right Slide</li> <li>• Left Slide</li> <li>• Left Slide</li> </ul>



## Task Analysis: Cha Cha Slide

Movement Sequence	Verbal Cues
<p><b>E1: Cha Cha Slide</b></p> <p><b>A: Left foot in place, move right foot forward, together, then back, together</b></p>	<ul style="list-style-type: none"> <li>• Right</li> <li>• Together</li> <li>• Back</li> <li>• Together</li> </ul>
<p><b>E2: Criss Cross</b></p> <p><b>B: Jump up in the air and take your right foot over your left and land that way</b></p> <p><b>C: Jump up in the air and bring your right foot back to starting position</b></p>	<ul style="list-style-type: none"> <li>• Jump and cross</li> <li>• Jump and cross</li> </ul>
<p><b>E3: Reverse</b></p> <p><b>D: Jump up in the air and turn 180 degrees and land.</b></p> <p><b>Repeat</b></p>	<ul style="list-style-type: none"> <li>• Turn around</li> <li>• Turn around</li> </ul>
<p><b>E4: Charlie Brown</b></p> <p><b>E: lean forward and shift weight from foot to foot while swing arms forwards and backwards</b></p>	<ul style="list-style-type: none"> <li>• Lean</li> <li>• Shift</li> <li>• Arms front</li> <li>• Arms Back</li> </ul>
<p><b>E5: Slide</b></p> <p><b>F: Slide Right</b></p> <p><b>G: Slide Left</b></p>	<ul style="list-style-type: none"> <li>• Slide</li> <li>• Slide</li> </ul>
<p><b>E6: All counts to the music</b></p> <p><b>A-G</b></p>	<ul style="list-style-type: none"> <li>• Right</li> <li>• Together</li> <li>• Back</li> <li>• Together</li> <li>• Jump and cross</li> <li>• Jump and cross</li> <li>• Turn around</li> <li>• Turn around</li> <li>• Lean</li> <li>• Shift</li> <li>• Arms front</li> <li>• Arms Back</li> <li>• Slide</li> <li>• Slide</li> <li>• "Get Funky" = Dance Silly</li> </ul>

## Assessment for Devil Went Down to Georgia

Use this assessment to see if the student(s) are ready to move on to the next dance step sequence.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
E1: Counts 1-4 A: Right foot heel B: Right foot toe A: Right foot heel C: Right foot together				
E2: Counts 5-8 D: Left heel E: Left Together F: Right foot back C: Right foot together				
E3: Counts 9-12 D: Left heel E: Left Together G: Stomp with right foot				
E4: Counts 13-16 H: right pivot I: turn left H: right pivot I: turn left				
E5: Counts 17-32 J: Shuffle Step				

## Assessment for Cotton Eyed Joe

Use this assessment to see if the student(s) are ready to move on to the next dance step sequence.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
E1: Counts 1-5 A: Right foot kick (2 times) B: Step back (3 times)				
E2: Counts 6-10 C: Left foot kick (2 times) B: Step back (3 times)				
E3: Counts 11-21 A: Right foot kick (2 times) B: Step back (3 times) C: Left foot kick (2 times) B: Step back (3 times)				
E4: Counts 22-25 D: Right foot shuffle E: Left Foot shuffle (2 times)				

## Assessment for Cha Cha Slide

Use this assessment to see if the student(s) are ready to move on to the next dance step sequence.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
<p>E1: Cha Cha Slide</p> <p>A: Left foot in place, move right foot forward, together, then back, together</p>				
<p>E2: Criss Cross</p> <p>B: Jump up in the air and take your right foot over your left and land that way</p> <p>C: Jump up in the air and bring your right foot back to starting position</p>				
<p>E3: Reverse</p> <p>D: Jump up in the air and turn 180 degrees and land.</p> <p>Repeat</p>				
<p>E4: Charlie Brown</p> <p>E: lean forward and shift weight from foot to foot while swing arms forwards and backwards</p> <p>E: Left Foot shuffle (2 times)</p>				
<p>E5: Slide</p> <p>F: Slide Right</p> <p>G: Slide Left</p>				

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## Activity Protocol & Etiquette

**Whether during practice or competition, individuals should be encouraged to abide by the following:**

1. Wait patiently for equipment and/or their turn to participate
  2. Demonstrate safe and appropriate behaviors during activities
  3. Remain in designated area
  4. Follow instruction and directions by the program staff
  5. Demonstrate good sportsmanship and encourage others in a positive manner
  6. Always do your best
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## Resources

Society of Health and Physical Educators. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.



# Special Olympics Unified Schools

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