



Feel the Beat with your Hands and Feet



INTERACTIVITY IN A SNAP SHOT











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DANCE AND RHYTHMIC INTERACTIVITIES

Student Targets

	<p>Movement Competence</p> <p>Develop a variety of locomotor movements by travelling in different directions, at different speeds, to different rhythms, using different pathways, and becoming in sync with a partner; perform locomotor skills while responding to external stimuli (i.e., music and a partner).</p>	
	<p>SEL</p> <p>Develop critical and creative thinking skills to assist in making connections (with music and a partner through rhythm) and decisions (appropriate locomotor that corresponds to a beat).</p>	
	<p>Relationship</p> <p>Students explore InterActive ways of creating rhythmical connection by matching, contrasting, following, leading, or echoing with a partner or group.</p>	
	<p>Physical Distance</p> <p>This game is performed at a 2 meter distance or greater.</p>	
	<p>Online</p> <p>This game can be performed online using educational technology by having each participant set up in front of a camera.</p>	

Activity Overview

Participants learn to create a percussive rhythm with a partner or group.



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Getting Started:

With Real-Life or Virtual Partner:

- Clap/Tap/Stomp a percussive rhythm and have your partner repeat it. Switch roles.
- Clap/Tap/Stomp in ways that are progressively more complicated. Continue until one partner cannot follow the other's beat.
- One partner creates a beat with their feet, i.e., 1&2 3&4. Their partner layers in a percussive sound with a different body part on a different count (1, 5). If this is easy to maintain, join another pair, and combine four different rhythmical sounds. How long can you sustain this complex interactive rhythm? Set a timer and record your progress.

Modifications to the Game:

- **Locomotor movement:** Have students explore finding the beat to a song or performing creative fitness/ dance movements to the beat of the song. Students can feel the beat with other body parts (i.e., their hands on stomach, arm, or sounds with their mouth).
- **Speed of locomotor movement:** Vary the tempo between half time and double time to decrease/increase complexity. Add surprise accents for variety.
- **Use of a manipulative:** Add a manipulative the students can use to create their beats, i.e., bounce a ball to a song or a steady beat. Pick up various counts in a song, i.e., bounce pass the ball on count 1 and count 5.

Adaptations to Rules of the Game:

- **Cooperative Rally:** See if you and your partner can create a song by layering your beats on top of each other and creating different sounds.
- **Competitive Score:** Count how many times you can create a beat that your partner can't follow. You could play the game for an allotted amount of time, or to a certain amount of points.



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InterActive Function2Flow Assessment:

InterActive Function (Connecting Postures)	<ul style="list-style-type: none">• Are you able to create a percussive rhythm with more than 4 different body parts?
InterActive Form (Connecting Positions)	<ul style="list-style-type: none">• What subtle variations in body positions affect the sound you create? Come up with 2-3 tips for making a preferred sound.
InterActive Feeling (Connecting Sensations of Timing & Force)	<ul style="list-style-type: none">• What were the indications that the interactive rhythm that you created with your partner(s) felt good?
InterActive Flow (Connecting Energies)	<ul style="list-style-type: none">• What feelings of energy/power/life emerge when you are successfully layering beats with your partner to create your own music?