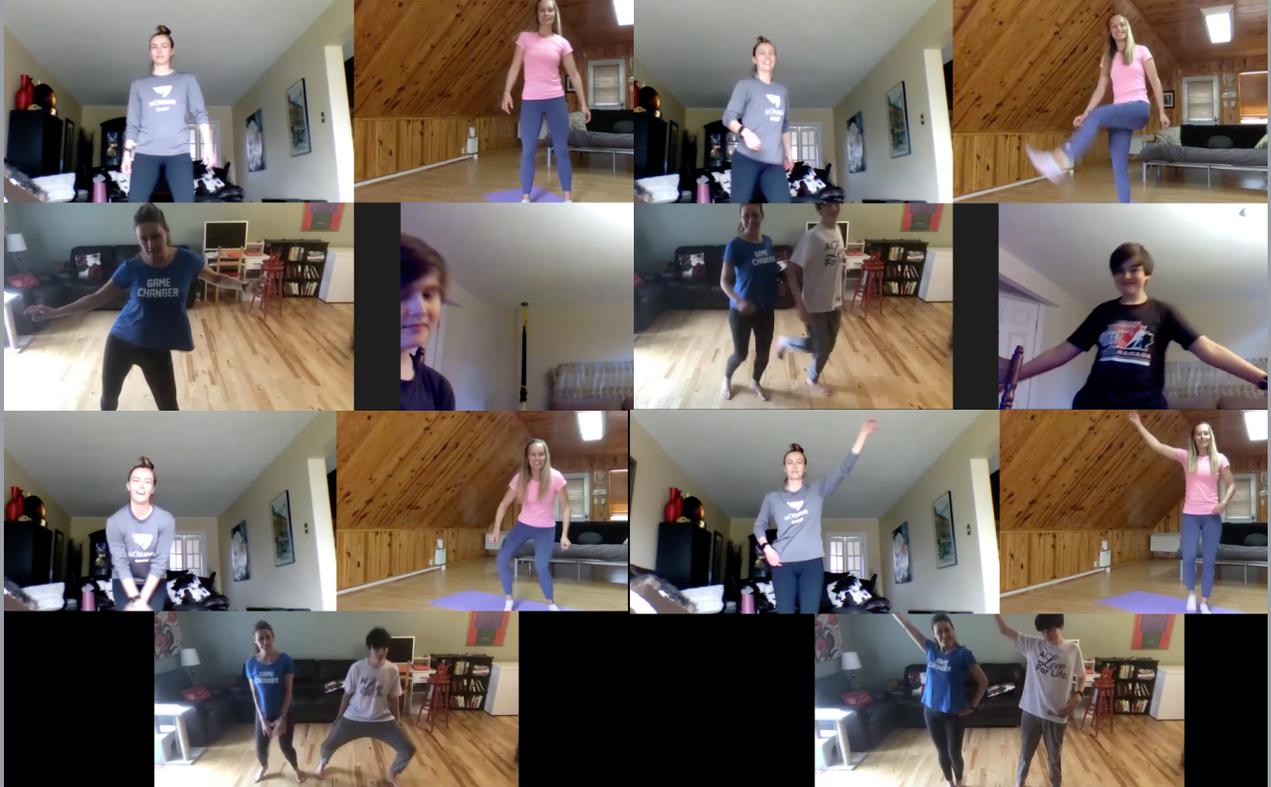




# Rhythm of Life

INTERACTIVITY IN A SNAP SHOT



OUR TEAM MADE UP 4 DANCE MOVES!

Move 1: Groove

Move 2: Alternating Kick

Move 3: Frog Legs

Move 4: Disco Party





# Rhythm of Life

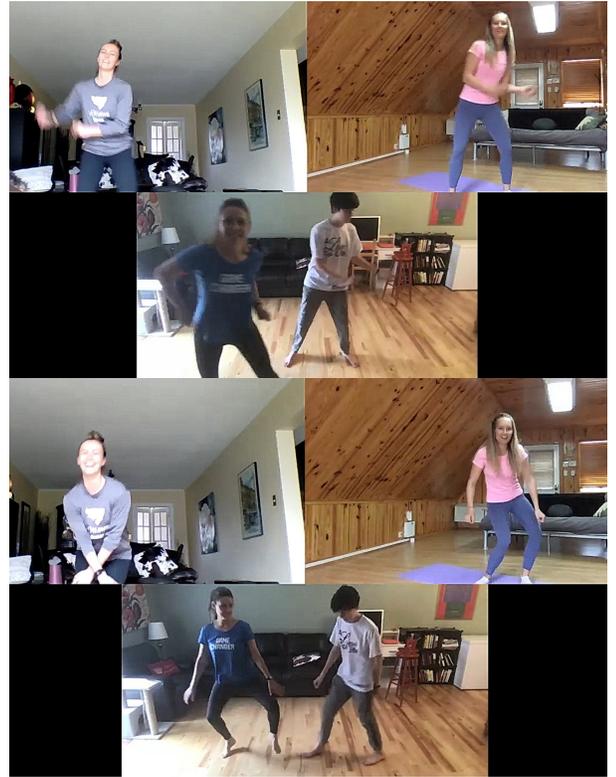
## DANCE AND RHYTHMIC INTERACTIVITIES

### Student Targets



#### Movement Competence

Develop a variety of locomotor movements by travelling in different directions, at different speeds, to different rhythms, using different pathways, and in becoming sync with a partner; perform locomotor skills while responding to external stimuli (i.e., music and a partner).



#### SEL

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).



#### Relationship

Students explore InterActive ways of creating rhythmical connection by matching, contrasting, following, leading, or echoing with a partner or group.



#### Physical Distance

This InterActivity can be performed at a 2 meter distance.



#### Close Proximity

This InterActivity can be performed in close proximity if participants choose to do partnered dance moves with someone in their social bubble.



#### Online

This game can be performed online using educational technology by having each participant set up in front of a camera.

### Activity Overview

In this cooperative, group-based activity, students will develop their leadership skills as well as explore synchronous rhythmical movements with various partners through space.



## DANCE AND RHYTHMIC INTERACTIVITIES

### Getting Started:

#### With Virtual or In-Person Class:

- Create a student poll to decide which song the class will dance to.
- Assign each student a group (recommended 2-4 people).
- Assign each group a section of the song for which they will develop a movement.
- Students must meet in person or online using educational technology to develop their movement to their assigned section of the song. (N.B. It is a good idea to play “Feel the Beat with your Hands and Feet” to help students develop movements in response to what they are hearing).
- Meet again with students as a class in-person or online using visual educational technology.
- In order of song section, each group will teach the class the movement they developed and they will practice together.
- Make sure to repeat the entire sequence to practice each time a move is added on.
- Once all groups have presented their movement, perform all of the movements in sequence to the song until the whole class can perform the dance successfully as a group.

### Modifications to the Game:

- **Size of group:** Vary the size of groups.
- **Locomotor movement:** Have the option to recreate a dance that already exists. Restrict movements to certain levels or body parts only (i.e., all movements must be performed from the waist up or waist down, or all movements must be performed in a chair or from the ground).
- **Speed of locomotor movement:** Manipulate the speed of the locomotors by the song choice.

### Adaptations to Rules of the Game:

- **Cooperative Rally/Competitive Score:** Have a Dance-Off or Dance Battle! Split the class into 4 groups. Two groups will be assigned one song and the other two groups will be assigned another. They will each come up with their own dance to their song. The first two groups will battle it out while the other two groups decide who is the winner of the battle.
  - Make sure to include criteria for the winning team (i.e., dancer’s ability to dance in unison, ability to echo or repeat patterns, ability to integrate prop, ability to communicate through gesture & expression, etc.) that have a relational focus.
- **Theme of game:** each group is given a prop that must be integrated with every movement in their dance.



## DANCE AND RHYTHMIC INTERACTIVITIES

InterActive Function2Flow Assessment:

<b>InterActive Function</b> (Connecting Postures)	<ul style="list-style-type: none"><li>• What helps dancers walk to their ready position like they are ready to “Bring it On?”</li></ul>
<b>InterActive Form</b> (Connecting Positions)	<ul style="list-style-type: none"><li>• What body shape and positions help the dancers connect to the style and mood of the song?</li></ul>
<b>InterActive Feeling</b> (Connecting Sensations of Timing & Force)	<ul style="list-style-type: none"><li>• Are the dancers picking up the musical accents and rhythms of the music in their movements (i.e., heavy, light, quick, powerful or slow sounds)?</li></ul>
<b>InterActive Flow</b> (Connecting Energies)	<ul style="list-style-type: none"><li>• What feelings of energy/power/life emerge when the team successfully performs all of the dance moves they put together?</li></ul>