

S:2 H: 4 GLO: 9-12 Stepping Out

OKLAHOMA ACADEMIC STANDARDS: Physical Education

Source: http://www.ket.org/artstoolkit/wodm/pdf/bonus/stepping_out.pdf

<p style="text-align: center;"><u>Objectives/ Student Targets</u></p> <p><u>Cognitive:</u> The students will create a step.</p> <p><u>Affective:</u> The students will develop an appreciation for stepping.</p> <p><u>Psychomotor:</u> The students will be able to identify and demonstrate characteristics of stepping.</p>	<p><u>Equipment & Technology Needed:</u></p> <p>TV/DVD Player, paper and pencil for each pair of students</p>
<p>Academic Vocabulary: Stepping, AB choreographic form, call and response</p>	
<p><u>Introduction / Anticipatory Set:</u></p> <p>- Tell the students about the background on stepping. In the United States, stepping originated among African-American fraternities in the early 20th century and quickly became popular among African-American sororities as well. Stepping has roots in African dance, and in recent years, many school, church, and community groups have established step teams. Today, participants in stepping come from all ethnic groups.</p> <p>- Stepping focuses on the sounds made by the feet and hands of the steppers. The movement is sharp, angular, and clear, and singing, chanting, and drama may be involved. The strong, tightly synchronized movement demonstrates unity, loyalty, and pride among the fraternity, sorority, or other organization. Chants or songs often proclaim the strong points of the organization and express the pride of the members.</p> <p>Here is a link to a short video of a sorority and fraternity from Winston-Salem State University in NC. https://www.youtube.com/watch?v=ox47C_H5dYo</p> <p>have students analyze the dancing they see: body parts emphasized, force, time, shapes, personal or general space, and locomotor and nonlocomotor movements used. This form may be simplified, students may work in pairs, or the class may be divided into groups, with one group looking at only one or two characteristics or factors.</p>	<p><u>Classroom Layout:</u></p> <p>Large, open room such as a gym Or large classroom</p>

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<p><u>Instant Activity:</u></p> <p>Here is another link to a video to learn simple stepping moves. Have all of the students stand up and find open space so we can all follow along with the video. https://www.youtube.com/watch?v=OFb0EUIkYac Pause the video as many times as needed for the students to fully understand.</p>	
<p><u>Fitness Development:</u></p> <p>Muscular Endurance and Cardiorespiratory Endurance will be developed as they continue to work length of activity Body Composition will improve with daily activity and nutrition is tracked Flexibility will improve through a daily dynamic warm-up and static stretching during the cool down.</p>	
<p><u>Lesson Focus:</u></p> <p>Divide the class into pairs. Each pair will develop a four-count step sequence.</p> <p>The sequence must have:</p> <ul style="list-style-type: none">- 1 step, 1 clap, 1 slap, and 1 arm gesture- strong, sharp force- clearly angular or straight shapes and movements- exactly four counts and a clear beat <p>Remind the students to think back to the instructional video we just watched.</p> <p>Group sets of two pairs together. One pair performs for the other. Each group needs to have a piece of paper and a pencil. Using the criteria above, the performing group assesses itself and the observing pair assesses the performing pair. They compare their assessments of the sequence. Depending upon time, the performing pair may perform their sequence again, working to improve on criteria where they were less successful.</p>	<p><u>Teaching Cues:</u></p> <p>Strong movements Force Emphasize body parts Sharp, angular movements</p> <p><u>Modifications:</u></p> <p>If your class is advanced and need more of a challenge, have them create 8-count sequences instead of a 4-count.</p>

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Teams switch.

Assessment:

Peer assessment

Closure:

As a class, discuss the sequences.

- What was challenging about creating the sequence?
- What was challenging about performing the sequence?
- What did it feel like to perform the key features of stepping?