Multicultural Movement Skills - Seven Jumps, Yankee Doodle, Eins Zwei Drei, Rhythm Sticks

Outcomes:

I can create dance movements using various pathways and levels.
I can identify dance as a movement that allows me to express myself.

Instructions:

Make dances easy for students to learn by implementing some of the following techniques:
1. Teach the dances without using partners.
2. Allow youngsters to move in any direction without left-right orientation.
3. Use scattered formation instead of circles.
4. Emphasize strong movements such as clapping and stamping to increase involvement.
5. Play the music at a slower speed when first learning the dance.

Rhythms should be taught like other sport skills. Avoid striving for perfection so students know it is acceptable to make mistakes. Teach a variety of dances rather than one or two in depth in case some students find it difficult to master a specific dance.
Encourage students to think of the pathways and levels they move at during the dances. At the end of the lesson they will be encouraged to create their own "dance" emphasizing levels and pathways.
Be sure to revisit these concepts as the dances are taught.

**Seven Jumps (Danish)**
Formation: Single circle, hands joined
Directions:
There are seven jumps to the dance. Each jump is preceded by the following action.

Measures Action
1-8 The circle moves to the right with seven step-hops, one to each measure. On the eighth measure, all jump high in the air and reverse direction. (Step-hop, 2-hop, 3-hop, ... 7-hop, change direction)
9-16 Circle to the left with seven step-hops. Stop on measure 16 and face the center. (Step-hop, 2-hop, 3-hop, ... 7-hop, face center)
17    All drop hands, place their hands on hips, and lift the right knee upward with the toes pointed downward. (Knee up)
18    All stamp the right foot to the ground on the signal note, then join hands on the next note. (Stamp)
1-18    Repeat measures 1-18, but do not join hands.
19    Lift the left knee, stamp, and join hands.
1-19    Repeat measures 1-19, but do not join hands.
20    Put the right toe backward and kneel on the right knee. Stand and join hands.
1-20    Repeat measures 1-20; do not join hands.
21    Kneel on the left knee. Stand and join hands.
1-21    Repeat measures 1-21; do not join hands.
22    Put the right elbow to the floor with the cheek on the fist. Stand and join hands.
1-22    Repeat measures 1-22; do not join hands.
23    Put the left elbow to the floor with the cheek on the fist. Stand and join hands.
1-23    Repeat measures 1-23; do not join hands.
24    Put the forehead on the floor. Stand and join hands.
1-16    Repeat measures 1-16.
To increase motivation, the dance can be done with a parachute. The dancers hold the parachute taut with one hand during the step-hops. The chute is kept taut with both hands for all jumps except the last, during which the forehead touches the chute on the floor.

**Yankee Doodle (American)**
Formation: Scattered or open circle facing counterclockwise
Directions:
Measures    Action
1-4    All gallop 8 steps (Gallop, 2, ... 8)
5-8    All stop, face center, point to cap and bow on word "macaroni." (Stop, point, bow)
9-12    All join hands and take six slides to the right and stamp feet two times on word "dandy." (Slide, 2, 3, ... 6; Stamp, stamp)
13-16    All slide six times to the left and clap hands two times on the word "candy." (Slide, 2, 3, ... 6; Clap clap)
Change the locomotor movements to fit the age and interest of the group. Have the class create new movement patterns.

**Eins Zwei Drei (German)**
Formation: Single circle of couples (partner B to partner A's right) facing the center and numbered alternately couple 1, 2, 1, 2
Directions:
Explain that "Eins, Zwei, Drei" means "one, two, three" in German.
Measures    Part I Action
1-2    Couples 1 take three steps toward the center of the circle as they clap their hands by brushing them vertically like cymbals. (Forward, 2, 3, pause)
3-4    Couples 1 repeat measures 1-2, walking backward to place. (Back, 2, 3, pause)
5-8    Couples 1 face, join both hands, and take four slides toward the center of the circle and four slides back to place. Partner A starts with the left foot, partner B with the right. (Slide, 2, 3, 4)
9-16    Couples 2 repeat measures 1-8.
Part II     Action
17    Partner A turns and touches the right heel sideward while shaking the right index finger at partner. Partner B does the same with the left heel and left index finger. (Scold, 2, 3)
18    Repeat measure 17 with the corner, reversing footwork and hands. (Scold, 2, 3)
19-20    Repeat measures 17 and 18.
21-24    All join hands and circle left with eight slides. (Slide, 2, 3, ... 8)
25-32    Repeat measures 17-24, reversing the direction of the slides. (Slide, 2, 3, ... 8)

**Rhythm Sticks: It's a Small, Small World (American)**
Formation: Children sitting cross-legged individually scattered around the area
Rhythm sticks or Lummi sticks are 12-15 inches in length. Activities may be done individually or in partners. This routine is done individually. The sticks are held in the thumb and the forefinger at about the bottom third of the stick.
Measures
Call
Action
1-2
Down, cross, down, cross
Tap ends of both sticks on the floor, and then cross the arms over tapping the sticks on the floor again.
3-4
Down, cross, down, cross
Repeat
5-6
Down, cross, down, cross
Repeat
7-8
Chorus: It's a small, small world.
Lean forward touching head to knees (curl forward).
9-10
Tap, tap, knees, knees
Tap sticks two times in front of the chest, and then lightly tap the knees twice.
11-12
Tap, tap, knees, knees
Repeat
13-14
Tap, tap, knees, knees
Repeat
15-16
Chorus: It's a small, small world.
Lean forward touching head to knees (curl forward).
The sequence above repeats a number of times with touches to the toes, shoulders, head, and nose. As a variation, youngsters can face a partner and tap both of their sticks to their partner's sticks.
Dance Creation - Pathways and Levels
While the music plays, encourage students to create their own dance paying close attention to the inclusion of various pathways and levels. Allow time for students to demonstrate their movements and explain the pathway or level they used.