

"Modified Rhythm and Dance Activities"

by
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SITTING RHYTHM ACTIVITIES

(for students in wheelchairs or for students with moderate to severe/profound intellectual disabilities) K-12

1. "Walter the Waltzing Worm" by Hap Palmer
Educational Activities, Inc.
 - a. Walter the Waltzing Worm
 - b. Flick a Fly
 - c. Song about slow, song about fast
 - d. Swing, shake, twist and stretch
2. "Jim Gill Sings the Sneezing Song and other Contagious Tunes" by Jim Gill
Jim Gill Music, BMI
 - a. Hands are for Clapping
3. "Clap Snap and Tap" by Ambrose Brazelton
Educational Activities, Inc.
 - a. Hand jive
4. "Rhythm Stick Activities" by Henry Glass
Educational Activities, Inc.
 - a. Come play the stick game
 - b. Puppet Dance
 - c. Circle follow the leader
5. "Bean Bag Activities & Coordination Skills" by Georgiana Liccione Stewart
Kimbo Educational
 - a. Bean Bag Rock
 - b. How many ways?
 - c. Who's got the bean bag
 - d. Pass the bean bag
6. Jingle Sticks; holiday music ("Jingle Bell Rock") or any popular music
Sitting; using arm movements, shaking stick to rhythm of music

SIMPLE DANCES

(K-12 depending on ability of students)

1. "Kids Dance Party"
This compilation 1997 BMG Direct Marketing Inc.
 - a. Macarena
 - b. Electric Slide
 - c. Hands Up
 - d. YMCA
 - e. Hokey Pokey
2. "Sally the Swinging Snake" by Hap Palmer (K-5)
Educational Activities, Inc.
 - a. Sally the Swinging Snake
 - b. Watch me
 - c. Muddy water puddle
 - d. On the count of five
3. "Jim Gill Sings the Sneezing song ... " by Jim Gill (K-5)
Jim Gill Music, BMI
 - a. Silly Dance Contest

4. Musical Hoops - use hula hoops (or poly spots for wheelchairs) and any popular music
Cooperative musical hoops; The cooperative Sports & Games Book
5. "We All Live Together" by Greg & Steve (K-5)
Youngheart Records
 - a. Listen and Move
 - b. The Boogie Walk
 - c. The Freeze
6. "Get Ready to Square Dance!" by Jack Capon and Rosemary Hallum (K-6)
Educational Activities Inc.
All tracks

PROPS

1. Batons; Use with marching music or any popular music
Purchase through educational music catalogues or specialty stores
2. Nylons; any popular music
Purchase: \$10 for a large box
 - a. L'eggs Products, c/o Mr. Bill Lear, 1901 N. Irby St., Florence, SC 29501
 - b. Sara Lee Hosiery, P.O. Box 719, Marion, SC 29571, (843) 423-4100
3. Jingle sticks; Use with holiday music or any popular music
Clothes hanger paper dowel, cut in 1/2. Use a paper clip to attach curly ribbon and jingle bells on nylon line and tape to top of paper dowel with masking tape.
4. Bandanas; Use with Square Dancing or Line Dancing music
Purchase at hobby stores
5. Bean Bags; Use with sitting rhythm activities music and "Bean Bag Activities" music
Purchase through sports catalogues (listed below) or local stores (beanie babies) or make your own!
6. Rhythm Sticks; Rhythm stick music or any popular music
Purchase through sports catalogues (listed below)
7. Hula hoops and poly spots; any popular music
Purchase through sports catalogues (listed below) or at local stores

CD's AND TAPES

Wagon Wheel Records & Books
"Your teacher specialist for music and dance"
17151 Corbina Lane #212
Huntington Beach, CA 92649
(714) 846-8169

Polaris Sports
1-800-233-5484

GOPHER
1-800-533-0446

SPORTIME
1-800-283-5700

FLAGHOUSE
1-800-793-7900

Curriculum Adaptations for SOCIAL DANCE

Modifications to:

1. Content:
 - May change depending upon the variables and abilities of each student.

2. Environment:
 - Use markings on the floor to show students where to step.
 - Use cue cards to direct students.
 - Put record player or music source on floor and increase volume. (Students with hearing impairment can be sock-footed and close to speaker).
 - Let one student use a walkman when learning initial steps.
 - Use several speakers.
 - Put tape on shoes, or colored ribbons/bands on wrists.

3. Process:
 - Keep the dances recreational and fun.
 - Encourage free and creative movements.
 - First model and teach the dance steps in place, without music.
 - Talk or show steps; do not do both at once.
 - Allow students to move in general space.
 - Utilize a rhythmical chart.
 - Progress from: one step repeated, to one step alternated, to a sequence to two movements, to a sequence of four movements. (A combination of two sets of two movements). (Wiehart).
 - Keep the movements simple.
 - Have partners of hearing impaired/blind students hold heads or clap to provide direction.

4. Product:
 - Skills learned and objectives achieved will be dependent upon the individual student.

Resources:

Miller, A. and Sullivan J. (1982). Teaching Physical Activities to Impaired Youth. New York: John Wiley and Sons, Inc.

Curriculum Adaptations for SQUARE DANCE

Modifications to:

1. Content:
 - May change depending upon the variables and abilities of each student.

2. Environment:
 - Put music source on floor and increase volume.
 - Mark squares on floor.
 - Use cue cards to direct students.

3. Process:
 - Hold hands to facilitate guiding students through dance.
 - Have knowledgeable student push wheelchair.
 - May need to choose records with slower tempo or call your own dances.
 - Change movement or eliminate part of a move to simplify. For example, eliminate the allemande left before the grand right and left.
 - Vary the formation. Avoid double circles. Use longways sets.
 - When learning the grand right and left, have students make their right wrist or foot visually different than their left with a rubberband, ribbon, etc. to help distinguish right from left.
 - First model and learn steps without music.
 - Talk or show steps. Do not do both at once.

4. Product:
 - Skills learned and objectives achieved will be dependent upon the individual student.

Resources:

Miller, A. & Sullivan, J. (1982). Teaching Physical Activities to Impaired Youth: An Approach to Mainstreaming. New York: John Wiley & Sons.