

# Tinikling Unit Plan

4<sup>th</sup> – 6<sup>th</sup> Grade

## Unit Objectives:

- ◆ Students perform a routine to music.
- ◆ Students design a routine to music that includes even and uneven locomotor patterns.
- ◆ Students design a routine to music involving manipulation of an object, changing speed and directions.
- ◆ Students perform a folk dance.
- ◆ Develop and refine a routine to music.

Monday	Tuesday	Wednesday	Thursday	Friday
Tinikling: Lesson 1: Introduction; set-up; tapping poles in rhythm; straddle jump; straddle jump turn.	Tinikling: Lesson 2: Stride jump; stride jump turn; combination jump.	Tinikling: Lesson 3: Slalom jump; Hopscotch; Hopscotch turn.	Tinikling: Lesson 4: Reverse hopscotch; Leap & Hop; Run & Hop.	Tinikling: Lesson 5: Crossover leap; Practice & design routines.
Tinikling: Lesson 6: Practice and perform routines.				

## Lesson 1:

- ◆ **Equipment:** two 1" pvc pipes cut to 6', two 2"x4"x1" wood blocks (enough for every group of four to have a set), cd player, and appropriate music. Music: Taylor Swift's "Love Story", Cold Play's "Viva La Vida", Fall Out Boy's "I don't care", Michael Jackson's "Billie Jean", "Thriller", "Don't stop till you get enough".

### Introductory Activity: Introduce Tinikling

- ◆ From Philippine islands. Normally done with two blocks and two bamboo poles. Show a video clip from Youtube of an actual dance (if possible).
- ◆ Students will perform routine.
- Students form groups of 3 or 4 and find a spot to set-up their poles.
- Demonstrate to students how they are to carry the poles and blocks to and from the pick-up area. (Poles are to be held vertically with both hands. Blocks are to be held with both hands and laid on the ground gently and not dropped!)
- Show set-up: Students (bamboo players 1 & 2) working poles should be kneeling by the poles making sure their knees are not obstructing the poles when they are being tapped together. Dancer will be waiting to one side of the poles facing either one of the bamboo players.
- Demonstrate how poles are tapped: "out-out-in-in" for 4 counts (everyone takes turns practicing).

### Drill: Tapping poles (without music)

- ◆ Tap and slide poles on teacher's cue.
- ◆ Cue: "Out-Out-In-In"

### Drill: Straddle jump (without music)

- ◆ Starting position: Dancer facing one of the bamboo players on either side of pole.
- ◆ Cues: 2 jumps in, (poles apart) 2 straddle jumps (poles together)

- ◆ First, practice without poles (whole class)
- ◆ Practice dance steps with poles (4 times each)

**Drill:** Straddle jump turn (without music)

- ◆ Starting position: Dancer facing one of the bamboo players on either side of pole.
- ◆ Cues: 1 jump in (poles apart), 1 jump in with 1/2 turn (poles apart), 2 straddle jumps (poles together)
- ◆ First, practice without poles (whole class)
- ◆ Practice with poles (4 times each)

**Closing Activity:** Review dance steps for routine

- ◆ Practice Straddle Jump and Straddle Jump Turn (4 times each) continuously without poles and music (whole class)
- ◆ Each group member practices dance steps to music (Taylor Swift's "Love Story").

## Lesson 2:

**Introductory Activity:** Review pole tapping and sliding.

Cue: "Out-Out-In-In"

**Drill:** Review Straddle Jump and Straddle Jump Turn

- ◆ Practice dance steps (4 times each) without music and poles (whole class)
- ◆ Practice with music (Taylor Swift's "Love Story")

**Drill:** Stride Jump

- ◆ Starting position: Dancer must be facing poles.
- ◆ Cues: 2 jumps in (poles apart), 2 stride jumps with R-foot forward (poles together), 2 jumps in (poles apart), 2 stride jumps with L-foot forward (poles together)
- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles.

**Drill:** Stride Jump Turn

- ◆ Starting position: Dancer must be facing poles.

- ◆ Cues: 1 jump in, 1 jump in with □ turn (poles apart), 2 stride jumps with R-foot forward (poles together), 1 jump in, 1 jump in with □ turn (poles apart), 2 stride jump with L-foot forward.
- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles.

**Drill:** Combination jump

- ◆ Starting position: Dancer facing bamboo player.
- ◆ Cues: 2 jumps in (poles apart), 1 straddle jump with □ turn L, 1 stride jump (poles together), 2 jumps in (poles apart), 1 stride jump with □ turn R, 1 straddle jump (poles apart)
- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles.

**Closing Activity:** Review dance steps.

- ◆ Walk through Straddle Jump/Straddle Jump Turn/Stride Jump/Stride Jump Turn/Combination Jump without music/poles (whole class).
- ◆ Perform dance steps with music/poles.

**Lesson 3:**

**Introductory Activity:** Review Straddle Jump/Straddle Jump Turn/Stride Jump/Stride Jump Turn/Combination Jump (4 times each).

**Drill:** Slalom jump

- ◆ Starting position: Dancer facing bamboo player.
- ◆ Cues: 2 jumps in (poles apart), 2 jumps out on one side (poles together), 2 jumps in (poles apart), 2 jumps out on other side (poles together).
- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles. Music: Cold Play's "Viva La Vida"

**Drill:** Hopscotch

- ◆ Starting position: Dancer facing bamboo player.
- ◆ Cues: 2 hops in on one foot (poles apart), 2 straddle jumps (poles together), 2 hops in on other foot (poles apart), 2 straddle jumps (poles together).

- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles.

**Drill:** Hopscotch turn

- Starting position: Dancer facing bamboo player
- Cues: 1 hop in on R-foot with □ turn, 1 hop R-foot (poles apart), 2 straddle jumps (poles together), 1 jump in on L-foot with □ turn, 1 hop L-foot (poles apart), 2 straddle jumps (poles together).
- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles.

**Closing Activity:** Review dance steps.

- ◆ Walk through Straddle jump/ Straddle jump turn/ Stride jump/ Stride jump turn/Slalom jump/Hopscotch/Hopscotch Turn (4 times each) without music/poles.
- ◆ Practice dance steps with music/poles.

**Lesson 4:**

**Introductory Activity:** Review: Straddle jump/ Straddle jump turn/ Stride jump/ Stride jump turn/Slalom jump/Hopscotch/Hopscotch turn (4 times each).

**Drill:** Reverse hopscotch

- Starting position: Dancer facing bamboo player
- ◆ Cues: 2 jumps in (poles apart), 2 hops on R-foot (poles together), 2 jumps in (poles apart), 2 hops on L-foot (poles together)
- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles. Music: Fall Out Boy "I Don't Care"

**Drill:** Leap & Hop

- Starting position: Dancer facing bamboo player
- Cues: 1 leap & 1 hop on one-foot (poles apart), 1 leap & 1 hop on other foot (poles together).
- ◆ Walk through the dance steps without music/poles (whole class).
- ◆ Practice with music/poles.

**Drill:** Run & Hop

- Starting position: Dancer facing bamboo player

- Cues: 1 leap in on R-foot, 1 leap in on L-foot (poles apart); leap & hop out on R-foot (poles together); 1 leap in on L-foot, 1 leap in on R-foot (poles apart); 1 leap & hop out on L-foot (poles together).

**Closing Activity:** Review dance steps.

- ◆ Walk through Straddle jump/ Straddle jump turn/ Stride jump/ Stride jump turn/Slalom jump/Hopscotch/Hopscotch /Reverse hopscotch/Leap & Hop/Run & Hop turn (4 times each).
- ◆ Practice dance steps with music/poles.

### Lesson 5:

- Review: Straddle jump/ Straddle jump turn/ Stride jump/ Stride jump turn/Slalom jump/Hopscotch/Hopscotch /Reverse hopscotch/Leap & Hop/Run & Hop turn (4 times each).

**Drill:** Crossover Leap

- Starting position: Dancer facing bamboo player
- Cues: 1 leap in on L-foot, 1 leap in on R-foot (poles apart), 1 leap & hop on L-foot (poles together); 1 leap in on R-foot, 1 leap in on L-foot (poles apart), 1 leap & hop out on R-foot (poles together)
- Walk through dance steps without music/poles.

**Drill:** Review dance steps.

- Walk through Straddle jump/ Straddle jump turn/ Stride jump/ Stride jump turn/Slalom jump/Hopscotch/Hopscotch /Reverse hopscotch/Leap & Hop/Run & Hop turn/Crossover Leap (4 times each) without music/poles.
- ◆ Practice dance routine with music/poles. Music: Michael Jackson's "Billie Jean"

**Closing Activity:** Practice routines

- ◆ 4<sup>th</sup> Grade Students: practice and perform routine. Students are encouraged to add hand movements (or extra's) in order to personalize the routine.
- ◆ 5<sup>th</sup> – 6<sup>th</sup> Grade Students: create their own routine. Everyone in group must dance. Students are encouraged to add hand movements (or extra's) in order to personalize the routine.

- ◆ Students may pick songs from pre-approved list of songs: Taylor Swift's "Love Story", Cold Play's "Viva La Vida", Fall Out Boy's "I don't care", Michael Jackson's "Billie Jean", "Thriller", "Don't stop till you get enough".

### Lesson 6:

**Introductory Activity:** Students practice their routines to music.

**Activity:** Students perform their routines.

### Evaluation Procedure:

4<sup>th</sup> Grade: The students will perform the dance routine as a group. Since the routine is already choreographed and rehearsed every lesson it will be easy to determine whether or not the students were able to master the dance steps and managing the poles. I would use an evaluation form to fill out during their performance.

### Tinikling Evaluation

Student's name: \_\_\_\_\_

	Not at all	Some	Most	All
Master tinikling poles:	1	2	3	4
Know dance steps?	1	2	3	4
Creative?	1	2	3	4

Overall Score (average): \_\_\_\_\_

5<sup>th</sup>-6<sup>th</sup> Grade: I hand out this form (below) during lesson 5. The form assist the students in coming up with their routine quickly. During their performance, I utilize the "Tinikling Evaluation" sheet in order to grade them individually.

### Tinikling Dance Routine (5<sup>th</sup> & 6<sup>th</sup> grade)

Team Name: \_\_\_\_\_

You will be spending this time creating your own Tinikling Dance Routine. You and your team will earn Participation Points based on the creativity step movements on your dance routine.

Each person on the team is responsible for coming up with **four different** sets of steps.

Student's Name:	Dance Steps:
	1. 2. 3. 4.
	1. 2. 3. 4.
	1. 2. 3. 4.
	1. 2. 3. 4.

Lesson 7:

Lesson 8:

Lesson 9:

Lesson 10:

Lesson 11:

Lesson 12: