

Mexican Folk Dance-La Raspa

Topic, or Concept, and Goal (if the lesson is part of a learning experience or a unit plan)

This lesson is part of a unit plan. Students will learn La Raspa, a folk dance from Mexico. Students will learn some of the cultural heritage of this country.

Grade

Grade 1

Class

Unit 1, Part 2, Lesson 7, 45 minutes

State Dance and/or Physical Education (dance) Standards

Texas Elementary Curriculum and Development for Dance

Texas Essential Knowledge and Skills (TEKS)

1.3.1 Identify the purpose of dance in different historical/cultural stories and events.

1.3.2 Perform dances from around the world, including simple circle and line dances with unison movement.

National Dance Society *National Dance Education Standards Framework*

Strand 5 Historical, cultural, and social dance

Standard 5.2 Cultural dance knowledge and performance K-2

Performance Indicators:

Student will

Name and execute simple cultural dances performed at special events locally and globally;

Identify and explain facts about a cultural dance;

Compare cultural dance similarities and differences by describing the dances and music; Explain the meaning of a cultural dance that tells a story.

Learner Outcomes (must include one “real world” objective or outcome for assessment)

Psychomotor: Student will use cultural locomotor and non-locomotor movements that correspond to the rhythm and pauses in the music for La Raspa.

Cognitive: Student will recall and demonstrate body awareness individually and/or in small groups, recognizing that these movements are those of a different culture with a particular meaning and purpose.

Affective or Social and Emotional Learning: Student will explore the customs, dance and music of another culture.

Rubrics	Exceptional (4)	Accomplished (3)	Developing (2)	Beginning (1)
Includes: Psychomotor, Cognitive, Affective or social and	Student understands both personal and group space, confidently	Student understands both personal and group space, adequately performing the	Student understands personal space but does not always respect	Student understands personal space but performs too close or too far

emotional learning	performs the bleking step by correctly reversing the step and assuring that the heels touch the floor each time to the musical cues, claps at the appropriate musical interludes, safely performs the running step with a partner in a well-defined circle that ends at the correct time in the music with the partner in a secure and respectful way.	bleking step on the correct rhythm in the music but with some difficulty in assuring that the heels touch the floor each time, claps at the appropriate musical interludes, safely performs the running step in well-defined circles that sometime do not end at the correct time in the music but may not always be in a secure and respectful way.	group space, has difficulty in consistently executing the timing and the footwork of the bleking step, claps too early or too late for the musical interludes, is not consistent in performing the running step so does not end at the correct time in the music and hooks the elbows in a loose way that is not secure.	away from the partner, cannot execute the bleking step, claps inconsistently during the musical interludes, is unable to hear the rhythm in the music for the running step, cannot end the circles at the correct time in the music and pulls the partner's elbows so that the circles cannot be executed safely, in the correct shape or at the correct time.
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Materials, Resources, Space Requirements, Media, and Suggested Music

Resources:

Dancing in Your Schools-A Guide for Pre-School and Elementary School Teachers by Anne Dunkin, Princeton Books Co. 2006

Mexican Folk Dances: Book & CD (World Dance Series) by Gayle Giese, 1994

Dance a While-Handbook of Folk, Square, Contra, and Social Dance by Jane Harris, Anne Pittman, Marlys Wall, MacMillan Publishing Co. 1988

Space Requirements:

There should be a room large enough for all the students to put their arms out to the side and not bump into each other. The space should be free of furniture. The floor should be smooth and clean with no cracks, bumps or sharp objects. The lighting should be bright.

Media:

ww.musicmotion.com

Suggested Music:

YouTube-Mariachi

Vocabulary terms (with definitions—for additional vocabulary see NDS *National Dance Education Standards Framework Glossary*)

Culture — A group of people with certain skills, customs, arts and stories.

Tradition — A set of beliefs, customs, stories and activities handed down from one generation to another.

Celebrations — A way of observing special events.

Partner dance — When you dance with one other person.

Dance Lesson Instruction

The **dance lesson instruction sequence** includes **Introduction** or **Warm-up** (time), **Exploratory Experiences** (time), **New Material** (time), **Recap of Learning** (summary) and **Cool Down** (time), **Closure** (time), and **Assessment** (time). Timing of each dance lesson section may be determined by the teacher.

Each of these instructional topics **may** require **management**, **transition** between each lesson component (place and content), **teaching process** (the how), and **teaching points or cues** (technique or music).

Teacher’s pre-assessment of the students in class is ongoing observation and assessment throughout the dance instruction sequence.

Pre-assessment: All students are sitting in lines facing the teacher to begin this lesson. They are attentive and waiting for the teacher to begin.

Mini Lesson (I Do):

Today you will be learning a dance called La Raspa. La Raspa is a Mexican dance used in celebrations such as Cinco de Mayo. It uses the “bleking” step (heel, heel, heel, clap, clap) and a running step found in European folk dances. It can be performed individually, with a partner or in a big circle.

First, I will show you the bleking step. Teacher demonstrates the bleking step.

Who can tell us how many times I put a heel on the floor?

Was it the same heel each time?

Teacher allows the students to answer.

Who can tell us how many times I clapped my hands?

Teacher allows the students to answer.

Now I will show you the running step. Teacher demonstrates the running step by running around himself/herself in a small circle.

Did I just run in a big circle or a little circle?

Teacher allows the students to answer.

Now I will show you the dance to the music. La Raspa has special music. Teacher demonstrates La Raspa to its music.

What did you notice about the steps when I showed them to the music?

Teacher allows the students to answer.

Mini Lesson (We Do):

Teacher tells the students to stand up in their spots and then teaches the bleking step, instructing the students to start by putting out their right foot first.

When the students are demonstrating the bleking step correctly they are then ready to run around in their own small circle, starting with their right foot.

Teacher has the students practice La Raspa to the music as many times as necessary for the students to be executing all footwork to the rhythm of the music.

Teacher then chooses partners for the students or allows them to choose their own. Everyone face your partner. Practice the heels and claps facing your partner.

Teacher mimics the music for the students while they are practicing the bleking step facing their partner.

You are now going to practice your running steps by circling around each other. Begin by facing each other. Remember to start on your right foot! Teacher allows the students to practice the running several times. The teacher can decide if the students will practice the run while hooking left elbows together.

Some versions of La Raspa allow skipping around in the circle, and the teacher will decide if this is better than running.

Teacher allows the students to perform the dance through the entire song of La Raspa. Teacher may allow the students to change partners before repeating the dance.

Dance Instructional Sequence

Introduction/Warmup (10 min)

Management: Students are in their assigned places. 10 minutes for the mini lesson.

Teaching Process: Students follow teacher for warmup. This warmup emphasizes the major muscle groups so that they are ready to hop and run. It should also include some sort of aerobic activity to provide stamina for all of the running that will happen during the class.

Teaching Points or Cues: Proper placement of the core and the legs in pli  should be practiced so that the knee and ankle joints do not get too fatigued during the repetitions of the bleking step. It should be stressed that the purpose of the running step is to have fun and NOT pull or push one’s partner. The partners should stay in rhythm together as they are circling around.

Exploratory Experiences (10 min)

Management: Practice of the bleking and running steps.

New Materials (10 min) Performing La Raspa to the music.

Recap of Learning (Summary) and Cool Down (5 min)

Management: While cooling down ask students what was their favorite part of La Raspa.

Teaching Process: The cool down should include torso twists, front and back lunges, shaking of the arms, a slow roll down and up, and gentle head rolls.

Closure

Management: Clapping for a great class.

Assessment (time)

Management: See rubric and review for informal assessment or use the rubric for formal formative assessment.

Modifications (Gifted and talented students)

These students could perform the change of direction that can happen during the running/skipping step. They start with the left elbows hooked and circle around counter clockwise for the first set of running music. They will then change directions to hook their right elbows together and run/skip clockwise for the second set of the running music.

Accommodations (Individuals with disabilities)

These students can sit in chairs to execute the bleking step. They can choose arm movements to execute during the running steps. Depending on the disabilities, these students could also be paired with an able body student to dance with them very slowly and off to the side.

Extensions (Interdisciplinary topics)

Show pictures or short videos of Mexican festivals. Have students bring pictures of Mexican family members, if applicable. Students can bring an accessory to wear for the La Raspa class, such as a sash, boots or hat.

Lesson Reflection and Next Teaching Steps

If the students' school celebrates Hispanic Heritage Month or some other kind of Hispanic festival, some of the students could perform La Raspa for the school and/or the parents.

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