

Kaitlyn Hardiman | Session 6:

Diggin' Up the Roots: Bringing It Together in Tap (Movement/Talkback)

List of Required Supplies:

- Open space to move
- Speaker system for music
- Reflection/exit ticket either printed or on laptops

Additional Links:

Optional Playlist:

- *Booty Swing*, Parov Stelar
- *You Can't Hurry Love*, Phil Collins
- *Wake Up, Little Susie*, The Everly Brothers
- *Rave On*, Buddy Holly
- *Happy*, Pharrell Williams
- *Roll Over Beethoven*, Chuck Berry
- *Rockin' Robin*, Michelle Creber
- *Respect*, Aretha Franklin
- *Haven't Met you Yet*, Michael Buble
- *ABC*, The Jackson 5
- *Lost in the Rhythm*, Jamie Berry + Octavia

These are suggestions for your convenience in planning. However, each class will need different tempos per exercise depending on their level. Therefore, musical choice for this curriculum is up to the teacher to choose based upon student abilities.

All songs can be found on Spotify

Space/Facility Requirements: A clear, open room with ample space for students to spread out and travel.

Student Time Required: 30-35 minutes for movement; 10-15 minutes for reflection questions

Step-by-step Instructions:

1. Have students spread out throughout the room in their own personal space. If they have tap shoes, they can wear them for this lesson. If not, tennis shoes will work as well.
2. Find the rhythm
 - a. Have students start in a parallel position with their feet placed in line with their hips. Find a slight bend in their knees.
 - b. Standing in place, have students stomp their left foot on even number counts of the music and their right on odd number counts. Play music in 4/4, or can be pointed in 8.
 - i. Begin with having them stomp in place on beats 1, 5 and 6. Repeat 6-8 times.
 - ii. Repeat on counts 2, 6 and 7. Repeat 6-8 times.
 - iii. Repeat on counts 1, 4, 6, and 7. Repeat 6-8 times.
 - iv. Choose counts of your choice for students to stomp on in place (or have a student create one).
 - c. Similar to the above, but now students can move around the room. As they walk, have them walk on the balls of their feet (making tap sounds on the off beat if in tap shoes). On the chosen beats, students will stomp with their foot. Students will still stomp with their left on the even counts and on their right for the odd counts.
 - i. Teachers can repeat the same counts as found in 2B or create their own patterns.
 - d. If students are more advanced, they can repeat this again, but using flap's instead of walking on the balls of their feet. (A flap is a brush using the ball of the foot then transferring the weight onto that leg)

3. Warm up

- a. Have students find their original spot from the beginning of class. Have them start in a parallel position with knees slightly bent.
 - i. As students move their legs, encourage them to have a loose upper body.
- b. Toe/heel drops
 - i. Beginning on the right foot, do 8 toe drops while alternating right and left
 - ii. Repeat doing heel drops.
 1. Each drop should be on the count of the music, making this 8 counts total.
 - iii. Repeat both toe and heel drops for 8 counts each.
 - iv. Repeat heel and toe drops for 4 counts each.
 1. Repeat
 - v. Repeat heel and toe drops for 2 counts each.
 1. Repeat x4
- c. Heel digs
 - i. A heel dig is the heel of the foot striking the floor and the weight may or may not be transferred.
 - ii. Do 7 heel digs on the right foot, to the front. On count 8, stamp the right.
 1. Each dig will be done on the count of the music.
 - iii. Repeat with the left foot x8
 1. Repeat 8 counts two times through on both feet.
 - iv. Repeat both sides but with 4 counts each (stamping on count 4)
 1. Repeat 4 counts 2 times through on both feet.
 - v. Repeat both sides 2 counts each (stamping on 2)
 1. Repeat 2 counts, 4 times through on both feet.

d. Toe knock

- i. A toe knock is when the tip of the toe strikes the floor
- ii. Step on the left foot and toe knock with the right foot behind the left.
 1. The step will be on the odd counts, the knock will be on the even counts.
- iii. Step on the right foot and toe knock with the left foot behind the right.
- iv. Repeat alternating between right and left 8 times.

e. Toe knock w/ jump

- i. Same as above, but after the knock, jump in place on the standing leg.
 1. The jump will be on three, with the landing on 4 to repeat to the other side.
 2. Repeat 6-8 times.
- ii. If dancers catch on quick, they can repeat this movement again but in double time.

f. Front, side, back

- i. Do a heel dig towards the front (count 1), a heel dig side (count 2), a toe knock to the back (count 3), stamp (count 4)
- ii. Repeat on the opposite leg.
 1. Repeat both legs 2-4 times.
 2. Repeat double time, around 4 times each leg.

g. Shuffles

- i. A shuffle has two sounds where the ball of the foot brushes away from the body then strikes the floor again coming back towards the body.
- ii. Do 8 shuffles going towards the front and side, then do 7 shuffles towards the back and stamp on count 8.
 1. Each shuffle consists of 1 count of music.

- iii. Repeat on the other foot.
- iv. Repeat both sides doing four shuffles each side (3 to the back)
- v. Repeat both sides doing 2 shuffles each side.
 - 1. Hold 7, 8 before doing the other leg.

h. Flaps

- i. A flap is a brush using the ball of the foot then transferring the weight onto that leg.
- ii. Repeat the same combination from the shuffles but using flaps.

4. Across the floor

a. Shuffle, hop, steps

- i. Have students get into lines to move across the floor. Students will be facing towards the direction they are moving.
- ii. Movement:
 - 1. Shuffle towards the side (counts 1, 2)
 - 2. Hop on the supporting leg (count 3)
 - 3. The leg that shuffled will take a step in front of the supporting leg (count 4)
 - 4. Repeat on the other foot.
 - a. This series of movements should travel forward, with the primary traveling being taken on the step movement.
 - 5. Once all students have gotten to the other side of the room, repeat moving toward the original direction.
 - 6. If students catch on quickly, have them repeat the movement again but in double time.

b. Buffalos

- i. This time, students will face towards the front
- ii. Movement
 - 1. If moving towards the right, the dancer will begin by jumping onto their right foot.

2. Shuffle on the left.
 3. Hop back onto the right foot while bringing the left ankle towards the right knee (almost like a turned out passe position)
 4. Repeat movement across floor.
 5. Repeat other side.
 6. Repeat again on both sides at a quick tempo if students are catching on quickly.
- c. In groups:
- i. Break students into smaller groups of 3-4.
 - ii. Using the dance movements/terminology learned in class, have them create a 16-count phrase.
 - iii. Have students show their 16 counts to the class.
5. Exit ticket:
- a. Compare tap dance to the movement qualities in African dance.
 - b. Contrast tap dance to the movement qualities in African dance.
 - c. Compare and contrast tap to the movement qualities in Irish dance.
 - d. Contrast tap dance to the movement qualities in Irish dance.
 - e. What do all three movement styles have in common?