

**Tap Pedagogy 5-6 year old Beginner Practicum**

Samantha Forbes

Oklahoma City University

Tap Pedagogy

Professor Kari Shaw

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**CLASS SCENARIO:**

This beginner tap class is designed 5-6 year old's who have 0-1 years of experience tap dancing. This class takes place in the local studio and meets once a week for 45 minutes. These students are also enrolled in a ballet class at the studio. I am their usual teacher and this class today is taking place in early November. This means the students have in this class for about 3 months and have been introduced to many of the syllabus steps, however, they are still working on them. It is important to understand as the teacher the physical and cognitive abilities of this age as well. 5-6 year old's balance has improved slightly as well as their attention span. These students will need behavior and dance class etiquette reminders as well as a consistent routine (Shaw).

**CLASS GOAL:**

The main learning goal for today's tap class is for the students to have fun dancing while also using animal imagery to be introduced to the basics of shading. Shading tap sounds is created by how hard you hit the ground resulting in louder and softer tap sounds. This is the idea that students should be trying to make music with their tap steps and not just random noise. I expect to work towards this goal with zoo animal imagery of big animals making loud sounds with their feet and small animals making quiet sounds with their feet.

## INTO CLASSROOM:

- Students will be waiting outside with their tap shoes on and their water bottle and/or bag in hand.
- I will greet them at the door by saying “Hi students are we excited for class today? Alright so before we walk into class I want everyone to put on their thinking caps and turn on their listening ears. Make sure we are follow Miss Sammie and Miss Ana’s directions. okay?”
- They will put down their things and meet in to corner by the music in a circle for circle time.

## CIRCLE TIME:

- Music: *Ev’rybody Wants to Be a Cat* – From Aristocats
- Students will be told to click their heels together and make a butterfly stretch
- “For class today we are going to be taking an imaginary trip to the zoo. Whose been to the zoo before? \*hands raise\* Awesome so with our butterfly wings are going to fly to the zoo and we are going to go around the circle say our favorite zoo animal.”
- Everyone answers the question and then we will “flap” our butterfly wings dodging road signs and “arrive” at the zoo.
- We will then “warm up” our feet by rubbing them with our hands.
- Students will be instructed to make loud sounds with their feet like an elephant and soft sounds with their feet like a mouse while sitting on the floor.

TRANSITION TO WARM UP:

- I will tap the students' heads one at a time and they will be instructed to walk like their favorite animal \*on their feet\* to a star in the center of the room for warm up.

**Date:** 3/24/23

**Age and level of class:** 5-6 year old, 0-1 years tap experience

**Name of music and artist:** *I Just Can't Wait to Be King* – From “The Lion King” Soundtrack

**Meter:** 4/4

**Type of exercise:** Warm up

**Goal:** To have fun dancing while being introduced to shading.

**Starting position:** Hold first 8 counts of music w/ HOH feet together PP facing the mirror/teacher

**Imagery:** Steps in the warmup are compared to many different zoo animals that allow them to better understand the movements of the steps and which steps are loud verses soft. “We are now in the lion cage of the zoo and we are going to learn out warm up.”

**Quiet signal:** “froggy” will be used to quiet the students’ mouths and feet in class. If I say froggy the students will crouch down and grab their feet and put a bubble in their mouth.

M	Counts	Movement	Arms	Head	Misc.
1	1 / 2 / 3 / 4 /	Step-R / Heel-R / Step-L / Heel-L /	HOH		
2	5 / 6 / 7 / 8 /	Step-R / Heel-R / Step-L / Heel-L /	HOH		

3-4	1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /	Repeat measure 1-2			
5	1 / 2 / 3 / 4 /	Heel-R / Toe-R / Heel-L / Toe-L /	HOH		
6	5 / 6 / 7 / 8 /	Heel-R / Toe-R / Heel-L / Toe-L /	HOH		
7-8	1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /	Repeat measures 5-6			
9	1 / 2 / 3 / 4 /	Dig-R / Dig-R / Dig-R / Stamp-R	Hands flexed arms STR to front		
10	5 / 6 / 7 / 8 /	Dig-L / Dig-L / Dig-L / Stamp-L	Hands flexed arms STR to front		
11	1 / 2 / 3 / 4 /	Toe tip-R / Toe-tip-R / Toe-tip-R / Stamp-R	HOH		“toe-tip looks and sounds like a woodpecker”
12	5 / 6 / 7 / 8 /	Toe tip-L / Toe-tip-L / Toe-tip-L / Stamp-L	HOH		
13-16	1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 /	Repeat measures 9-12			
17	1 / 2 / 3 / 4	Stamp-R / Touch-L / Stamp- L / Touch-R			“Quiet steps like a mouse”
18	5 / 6 / 7 / (8)	Stamp-R / Touch-L / Stamp- L / (hold)			Stand up tall on count 8

19	1 / 2 / 3 / 4 /	March-R / March-L / March-R / March-L /	Running arms		“loud steps like an elephant”
20	5 / 6 / 7 / 8 /	March-R / March-L / March-R / March-L /	Running arms		
21	1 / 2 / 3 / (4) /	March-R / March-L / March-R / (hold) /	Running arms		
22	1-2 / 3 / 4 /	Shuffle-R / Stamp-R / clap /	HOH / HOH / clap		
23	5-6 / 7 / 8 /	Shuffle-L / Stamp-L / clap /	HOH / HOH / clap		
24-25	1-2 / 3 / 4 / 5-6 / 7 / 8 /	Repeat measures 22-23			
26-27	1-8	hold	HOH		Time to tell dancers “we are now going to shuffle fast”
28	1-& / 2 / 3-& / 4 /	Shuffle-R / Stamp-R / Shuffle-L / Stamp-L /			
29	5-& / 6 / 7-& / 8 /	Shuffle-R / Stamp-R / Shuffle-L / Stamp-L /			
30	1-4	Feet together	Lion claw hands		Students should yell “ROAR”

**Creative Transition:** “We are now going to go to the aquarium part of the zoo with all the fish. Everyone nicely pick up your star and turn to face the TV. On your feet pretend to slowly swim like fishies and follow the leader in line.” Once they all reach the left side of the room they should still be in two organized lines and I will tell them to sit. My assistant and I will collect all of the stars.



**Date:** 3/24/23

**Age and level of class:** 5-6 year old, 0-1 years tap experience

**Name of music and artist:** *Hawaiian Roller Coaster Ride* – From “Lilo & Stitch” Soundtrack version

**Meter:** 4/4

**Type of exercise:** Across the floor progression

**Goal:** To have fun dancing while being introduced to shading.

**Starting position:** (Hold first two 8 counts) HOH SL facing SR feet together PP

**Imagery:** Flaps will be compared to a fish flapping when it is out of water.

**Sitting activity:** “Everyone put on your snorkel so you can watch your friends in front of you dance under water. If you have your snorkel on that means you are watching and not talking.”

M	Counts	Movement	Arms	Head	Misc.
1	a1 / 2 / a3 / 4 /	Flap-R frt / Heel-R / Flap-L frt / Heel-L /	HOH	Facing SL	Flap heels are a traveling step as if dancers are walking.

2	a5 / &6 7 / 8	Shuffle-R frt / BC-RL / Stamp-R / Clap	HOH		
3	a1 / 2 / a3 / 4 /	Flap-L frt / Heel-L / Flap-R frt / Heel-R /	HOH		
4	a5 / &6 7 / 8	Shuffle-L frt / BC-LR / Stamp-L / Clap	HOH		
5-8		Repeat measures 1-4 until traveled to SR			

Students will sit on SR in two lines and put their snorkels back on to watch the rest of the rest of the dancer go across on right side.  
**The across the floor progression will RPT traveling to SL.**

**Creative Transition:** “We are now going to the tiger cage to dance with Tigger the tigers this time across the floor”

**Date:** 3/24/23

**Age and level of class:** 5-6 year old, 0-1 years tap experience

**Name of music and artist:** *Tigger's Gotta Bounce* by Denny Leroux

**Meter:** 4/4

**Type of exercise:** Across the floor progression

**Goal:** To have fun dancing while being introduced to shading.

**Starting position:** (hold first two 8 counts) Two lines on SL facing SR w/ HOH feet PP

**Imagery:** "Tigers are a cat and they walk quiet and smooth, so when we go across the floor I want you to dance like a tiger."

**Sitting Activity:** "Everyone sitting get out your binoculars and focus them on our friends dancing with the tigers."

M	Counts	Movement	Arms	Head	Misc.
1	1-2 / 3 / (4) /	Riff-R / Stamp-R / hold	HOH		"A riff has two sounds"
2	5-6 / 7 / (8) /	Riff-L / Stamp-L / hold	HOH		
3	1-2 / 3 / (4) /	Riff-R / Stamp-R / hold	HOH		

4	5-6 / 7 / (8) /	Riff-L / Stamp-L / hold	HOH		
5	1-2 / 3 / 4	Frt Irish-R	HOH		
6	5-6 / 7 / 8	Frt Irish-L	HOH		
7	1-2 / 3 / 4	Frt Irish-R	HOH		
8	5-6 / 7 / 8	Frt Irish-L	HOH		
1-8		Repeat measures 1-8 until traveled to SR			

**RPT progression traveling back across the floor from SR to SL.**

**Creative Transition:** “Wasn’t that fun dancing with the tigers? Our next stop in the zoo is to see the monkeys yay! What we are going to do is stand up in our lines and slowly follow Miss Sammie and Miss Ana out to our stars, but first I am going to give each of you a magic banana. Lets all take a bite of our banana and oh no we’re turning into monkeys lets walk out to our stars like a monkey.”

**Date:** 3/24/23

**Age and level of class:** 5-6 year old, 0-1 years tap experience

**Name of music and artist:** *I Wan'na Be Like You (The Monkey Song)* – From “The Jungle Book” / Soundtrack Version

**Meter:** 4/4

**Type of exercise:** Center Combination

**Goal:** To have fun dancing while being introduced to shading.

**Starting position:** Center on the room with each person in front of star HOH feet together facing/teachers

**Imagery:** Students will be given reminders of the animal imagery previously stated to help they understand shading and the movement of the steps.

**Quiet signal:** “froggy” will be used to quiet the students’ mouths and feet in class. If I say froggy the students will crouch down and grab their feet and put a bubble in their mouth.

M	Counts	Movement	Arms	Head	Misc.
I	1 / 2 / 3 / 4	CR-RLRL	HOH	Facing frt	

2	(5) / 6 / 7 / (8)	Hold / Stamp-R / Stamp-L / hold	Hold / Muscle arm-R / Muscle arm-L / hold		On the lyrics “Jungle VIP”
3	1 / 2 / 3 / 4 /	Paradiddle-R	HOH		
4	5 / 6 / 7 / 8	Paradiddle-L	HOH		
5	1 / 2 / 3 / 4	Jump out / Clap / Jump in / Clap	HOH / clap / HOH / clap		
6	5-6 / 7 / 8	Shuffle-R / Step-R / clap	HOH / HOH / clap		
7	1-2 / 3 / 4	Shuffle-L / Step-L / clap	HOH / HOH / clap		
8	5-8	Feet PP hip width apart	Monkey arms of choice		Lyrics are “I’m tired of monkeyin’ around!”
9	1 / 2 / 3 / 4	CR-RLRL out	HOH		
10	5 / 6 / 7 / 8	CR-RLRL in	HOH		
11	1 / 2 / 3 / 4 /	Paradiddle-R	HOH		
12	5 / 6 / 7 / 8	Paradiddle-L	HOH		
13	1a2 / 3a4	Bombershay-R / Bombershay-R	Hands on shoulders elbows up		“It’s like you’re a monkey swinging in the tree’s”
14	5a6 / 7a8	Bombershay-L / Bombershay-L	Hands on shoulders elbows up		

15	1-2 / 3-4	Hold feet / step LXFR /	Arms travel to “W” “what” position / Hold arms		
16	5-7 / 8	Unwind turning over R shoulder / monkey pose of choice	Hold arms / Monkey pose of choice		

**Creative Transition:** (if time allows) Good Job today dancers I had so much fun exploring the zoo with you. Since you were so good today we are going to play freeze dance.

## EXTRA TIME:

- Music: *Who Let the Dogs Out* by Baha Men
- Freeze Dance with a twist:
  - Dancers will dance to the music and then when the teacher pauses the music they will freeze in what ever position they are in.
  - No one will be called out during this or told they are “out”
  - After they have all froze the teacher will ask they to do a step they worked on today, for example, “everyone show me a shuffle step.”
  - The music will resume and the game starts over.

## EXIT:

- “Good job today dancers I had so much fun tap dancing through the zoo with you all. Go home and show everyone at home you monkey tap steps. You can grab your bag/water and find the person picking you up.”



**Abbreviations Key:**

**CR**— cramp roll = step-R / step-L / heel-R / heel-L

**BC** – ball change = step back / step front

**Bombershay-R** = stamp-R / spank step-L traveling to SR

**Dig** = hit the back edge of the heel tap against the floor

**Flap** = brush step

**Frnt Irish-R** – Front Irish Right = shuffle-R / hop-L / Step-R

**frt** – front

**Heel** = heel drops to hit the floor

**HOH** = Hands On Hips

**Hop** = jump off one foot land on the same one foot

**LXFR** – Left foot Cross in Front of Right

**March-R** = stamp right foot while left foot lifts with high knees

**Paradiddle** = dig / spank / step / heel

**PP** – Parallel

**Riff** = touch / scuff

**RPT** – repeat

**Shuffle** = brush spank

**SL** – Stage Left

**spank** = swing foot back hitting ball of tap

**SR** – Stage Right

**stamp** = foot flat against floor w/ weight on it

**stomp** = foot flat against floor w/ NO weight on it

**STR** — Straight

**toe-tip** = hit very front edge of toe on the floor

Work Cited

Shaw, Kari. "Tap Pedagogy Age Characteristics." Tap Pedagogy. Tap Pedagogy, 20 Mar. 2023, Oklahoma City University Ann Lacy School of American Dance and Entertainment.

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