Tap Into Sound...

The blurb: **TAP Into It**

Play with rhythm while having fun in this exploration of the world of percussion and tap.  Watch tap as it evolves through time in film, studio and stage and observe tap dancing by some of the tap dancing greats.  Then, explore the possibilities of sound as we experiment with percussion on various surfaces in and out of the building.   Practice tap steps like the brush, scuff, shuffle, scuffle, flap, stomp, stamp, spank, heel and toe click, and paradiddle. Come put on you tap shoes and Tap Into It!

**Facilitator: Eva Broder**

Morah Eva, 2nd grade General Studies & Enrichment teacher has always been interested in dance, especially the magical way tap makes music when you dance.

**Multiple Intelligences: Kinesthetic, Musical, Spatial, Interpersonal, Intrapersonal**

**Driving Question: How can we as tap dance choreographers work together to create new interesting sounds and beats?**

Materials for percussion:

Sand, shell, cardboard, concrete surface, tile surface, bottle caps, water (puddle), paper, tap shoes, smartboard, 2 ipads

Lesson 1: Why tap? History and the greats

* Tap dance is different than most other dance because it is music and dance in one.  During this cluster, we will learn about the instrument (shoes, hands), and a special form of dance.  We will also become experts at hearing differences in sound.
* Students generate ideas in discussion:  When have you seen tap? What do you think of when you think of tap (usually, recitals, shirly temple...?)
* Talk a little bit about when I "Fell in love" with tap.  When did Talia?
* There have been dancers throughout history whom people admire for their skills in tap.  Let's watch some.  Watch how they move their bodies differently and listen carefully to the different sounds.
* Stop after each dancer at the Sammy Davis tribute to talk about what kids notice about the differences between the dancers in terms of movement and sound.  Model the first: "I notice the dancer had heavy footsteps.  He was stomping but the rest of his body did not move much.  The next dancer slides a lot and makes some loud sounds and some quieter sounds.  His body moves all over the stage..."
* The last clip should emphasize how closely related tap is to the rest of the percussion instruments.
* ON THIS DAY, COLLECT SIZES FOR TAP SHOES

Different styles At Sammy Davis Jr. tribute

[https://www.youtube.com/watch?v=RIpu8zr5qKI](https://www.youtube.com/watch?v=RIpu8zr5qKI" \t "_blank)

Teddy Hale: WoW

[https://www.youtube.com/watch?v=9wufiKaEdtw](https://www.youtube.com/watch?v=9wufiKaEdtw" \t "_blank)

2:30 Jimmy Slide and a drummer...good juxtaposition.

[https://www.youtube.com/watch?v=uZHVfKMRLII](https://www.youtube.com/watch?v=uZHVfKMRLII" \t "_blank)

Lesson 2 What is Percussion?--a closer listen

We will focus on fine-tuning our listening.

* Discuss: percussion is not random, but has a pattern (kids can come to this after we give three percussion examples using a spoon, our hands, and our voice).
* Explain that we will be getting used to percussion before we can start tapping.
* Students will generate their own percussion using bottle caps on the floor: if possible, others will repeat each pattern with their own bottle caps in response.
* Walk around to experiment on various surfaces (tile, cardboard, concrete, paper, sand and water).  Keep chart to collect describing words for the different types of sound.  RECORD SOUNDS IN 10 SECOND BITS TO LISTEN TO LATER.

Lesson 3 The Shoes

The shoes are our instruments.

* If shoes have arrived, start by showing the two parts of the shoe.  Explain that you can make sounds with the tip and sides as well.  These are the instruments!
* give kids five minutes to experiment with the sounds they can make with the shoes.  They should be standing separately so that they can hear each sound they make.
* End with NAME THAT SOUND: listening to sounds from the day before, reviewing sounds that can be made with shoes and explaining that there are so many more sounds that can be made. But that we will be starting here.
* have kids guess the surface from each recorded sound to exercise close listening
* If time, watch segment of "Singing in the Rain" where the dancers dance on water.

[https://www.youtube.com/watch?v=D1ZYhVpdXbQ](https://www.youtube.com/watch?v=D1ZYhVpdXbQ" \t "_blank)  **start a min/a min and a half in**

Lesson 4, 5, and 6-The Steps and short routine

* teach these common tap steps (in two groups)

**Shuffle/Scuffle (brush and scuff)**

[https://www.youtube.com/watch?v=x40TMVc1Vik](https://www.youtube.com/watch?v=x40TMVc1Vik" \t "_blank)

**Flap**

[https://www.youtube.com/watch?v=xQOlnq452yA](https://www.youtube.com/watch?v=xQOlnq452yA" \t "_blank)

**Stomp/Stamp**

[https://www.youtube.com/watch?v=yCMkj-LiIPQ](https://www.youtube.com/watch?v=yCMkj-LiIPQ" \t "_blank)

Watch for a great and simple "routine"

**Spank**

[https://www.youtube.com/watch?v=5uTA\_98sUWE](https://www.youtube.com/watch?v=5uTA_98sUWE" \t "_blank)

**Toe and Heel clicks**

[https://www.youtube.com/watch?v=SARWpxN6rsk](https://www.youtube.com/watch?v=SARWpxN6rsk" \t "_blank)

**Paradidles**

**[https://www.youtube.com/watch?v=Hf2JaBUxwQA](https://www.youtube.com/watch?v=Hf2JaBUxwQA" \t "_blank)**

* Once students are comfortable with the steps, develop a four step dance "routine" or just use the paradiddles for the simple routine if that's what works.

Lesson 7 and 8--using shoes and "routine" to experiment with sound

We will bring our short "routine" to the various surfaces and record/video sounds

* Video each student as they do their short routine on each of the experiment surfaces (tile, cardboard, concrete, paper, sand and water).
* make sure it is quiet surrounding each dancer in order to capture each sound.

At home: try to combine the dance videos into one so that it can be presented to the group and parents as our "final project"

Lesson 9--Ending with a bang

* Watch the video that we created together as a group
* Discuss how students think differently about tap now then they did in the first session.
* End with inspirational comments about taking the shoes home with them and continuing to tap and experiment!