

Name: Hannah Stewart

A Lesson on Rhythm Tap

Date: March 12, 2012

Subject: Dance

Grade: High School (9th-12th)

Class Period: Dance II/IIA

Time Allotment: 50 minutes

<p><u>Topic:</u> Basic Rhythm Tap Technique</p> <p><u>Unit:</u> Choreography and Technique</p>	<p><u>MDE Content Standards:</u></p> <ul style="list-style-type: none">• ART.D.I.HS.1- Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements.• ART.D.I.HS.3- Demonstrate rhythmic acuity• ART.D.I.HS.5- Demonstrate the ability to remember and perform extended movement sequences.
<p><u>Goals:</u></p> <ul style="list-style-type: none">• To understand the essential elements of rhythm tap• To execute tap technique with clarity and intention• To execute basic tap rhythms accurately	<p><u>Notes:</u></p> <p>**The whole lesson includes guided practice because in a dance class the teacher is always guiding the students and students are always engaged in content.</p> <p>** Throughout the lesson I will always be observing and making sure that students understand the skills and if there are students who are struggling I will make sure to take some time to help them.</p>
<p><u>Objectives:</u></p> <ul style="list-style-type: none">• TLW demonstrate the ability to perform specific tap steps accurately: shuffles, flaps, cramps rolls, crawls, digs, toes, scuff, spansks, and stomps.• TLW demonstrate the ability to learn new movement through observation by accurately executing the movement without the teacher.• TLW perform single, double, and triple time steps with rhythmic acuity.	<p><u>Assessment:</u></p> <p>Formative:</p> <ul style="list-style-type: none">*Observation <p>*Summative: Performance of combination at the end of class</p>
<p><u>Materials Needed:</u></p>	<p><u>Vocabulary:</u></p>

<u>Teacher</u> Tap Shoes Sound System/CD Player Music	<u>Student</u> Tap Shoes Appropriate Dance Attire	Timing: quarter notes, eighth notes, sixteenth notes Steps: shuffle, flap, cramp roll, crawl, dig, toe, scuff, spank, stomp Other: Release, tempo, musicality
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LESSON	ACTIVITIES	ORGANIZATION	RATIONALE
Introduction: 5 mins	The topic of rhythm tap will be introduced. I will talk about the main characteristics of rhythm tap: footwork, rhythm, relaxation, loose ankles, focus is from the waist down with not a large emphasis on the torso or arms. I will then state the main goals and objectives of the lesson. I will also encourage students to ask questions whenever they are unsure of the content; all they must do is raise their hand and wait to be called upon.	Students can sit on the floor while I introduce the lesson.	The introduction is to orientate the students and prepare them for what they will be learning. Goals and objectives should be made clear so students know what they are to accomplish.
Warm-Up: 15 mins	Students will be lead in a 15 minute warm-up. Order of warm-up: Warming up the feet: ankle rolls ankle shakes toes heels cramp rolls crawls shuffles flaps Stretching: Pliés and elevés in parallel first Lunge stretch Calf muscle stretch	I will stand in the front of the studio facing the mirror with the rest of the students in lines behind me also facing the mirror. Each student should be able to see themselves in the mirror and have a clear view of me. Music will be playing for the whole warm-up	To begin a dance lesson, students should always have an efficient warm up routine that prepares them physically and mentally for their class. A proper warm-up begins by having the students become aware of their bodies in the space and the teacher should make sure that the warm-up warms and stretches the appropriate muscles in order to prevent injury while dancing.
Learning Activities: 25 mins	After the warm-up, I will ask students if they have learned time-steps. If they have already, I will ask them to demonstrate as a group to see	Students will be in their lines facing the mirror while I stand in	Engaging prior knowledge

<p>*New Technique: 10 mins Time Steps</p> <p>*Combination: 10 mins</p> <p>*Performing: 5 mins</p>	<p>how proficient they are at the skill. If they haven't, I will introduce it as a new skill they should know. I will teach single, double, and triple time steps. We will drill them together as a whole group with my lead. Then I will observe the group as a whole.</p> <p>Next, I will split the class into two groups and have each group perform the time-steps one group at a time.</p> <p>Once all students seem to have a grasp on executing the steps, I will challenge them to keep in time with music.</p> <p>Finally, I will teach a short combination. I will teach it to them with call and response. The combination includes the new skill of time-steps as well as other steps that we worked on in the warm-up.</p> <p>After students are comfortable with performing the combination without me, I will introduce music again to challenge what they have learned. I will do the combination once with them and then have them perform in their two groups; one group will perform at a time.</p>	<p>front of them. I will always demonstrate first and then have students follow (call and response).</p> <p>I will periodically have students switch lines so that the students who are in the back line will come to the front and vice versa so that each student has a chance to be up front.</p>	<p>This is so I can be sure to observe and help every student.</p> <p>Introducing music will help them on their musicality and rhythm.</p> <p>Learning a combination engages students cognitively as they have to remember a longer sequence and the order of steps. Students are also developing spatial awareness as they must become aware of where their bodies are moving in space making sure not to bump into each other.</p>
<p>Cool Down/Closure: 5 mins</p> <p>Relaxation and Refocus</p> <p>Independent practice assigned</p>	<p>Bring class to a close by bringing all the students together to refocus and concentrate on breathing. As students are breathing, describe to them all of the new skills they learned and what the lesson covered; revisiting your goals and objectives.</p> <p>After inhaling and exhaling with eyes closed for a couple minutes, commend students on their hard work and encourage them to practice the new</p>	<p>Each student finds their own personal space in the room and faces front standing in a neutral comfortable position with eyes closed.</p>	<p>After dancing and working their bodies, students need to come to a closing by refocusing and becoming aware of their bodies through relaxation and breathing.</p>

	material they learned today. Remind them that only through practice will their dancing improve.		
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Accommodations for students with Special Needs:

For students with a *learning disability*: teach material more slowly and make sure to verbalize while demonstrating, have those students always in the front rows near the teacher or near a kind student who is willing to help.

For students who have *hearing impairments*: these students should always be closest to the teacher and to the speakers so that they can have the best view of the content being taught and are able to feel the vibrations of the music through the speakers.

For students who are *mildly cognitively impaired*: Make sure to teach lesson clearly and slowly and have students in the front row close to the teacher or near a student who is willing to kindly help.