

Year 4 Tap Overview and Samples

Exercise Breakdown

Warm Up	10 (includes tap, tap heel, etc) exercises
Ball Drops	10 exercises
Brush / Spank / Shuffle	10 exercises
Stamp / Step / Shuffle	10 exercises
Slaps / Flaps Away	9 exercises
Slaps / Flaps Toward	9 exercises
Shuffle Ball Change	8 exercises
Shuffle Hop / Irish	9 exercises
Flap Ball Change	8 exercises
Sideways Movements	4 exercises
Strength and Mobility	7 exercises
Choreography	5 exercises

Lesson 14 – 30 Minute Class

Exercise	Directions
Warm Up 5	Verbally cue and execute the full exercise with the students. Music tempo – 112 beats per minute
Ball Drop 5	Verbally cue and execute the full exercise with the students. Music tempo – 88 beats per minute
Brush/Spank/Shuffle 5	Verbally cue and execute the full exercise with the students. Music tempo – 116 beats per minute
Shuffle Stamp/Step 5	Verbally cue and execute the full exercise with the students. Music tempo – 112 beats per minute
Slap/Flap Away 5	Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Slap/Flap Towards 5	Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Shuffle Ball Change 5	Demonstrate and verbalize the full exercise as the students watch. Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Shuffle Hop/Irish 5	Demonstrate and verbalize the full exercise as the students watch. Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Flap Ball Change 4	Verbally cue the exercise for the students. Music tempo – 104 beats per minute.
Sideways Movement 2	Verbally cue the exercise for the students. Music tempo – 136 beats per minute.
Performance Dance	Continue to add onto the dance.

Hand Out Activity Sheet # 7

Lesson 14 – 45 Minute Class

Exercise	Directions
Warm Up 5	Verbally cue and execute the full exercise with the students. Music tempo – 112 beats per minute
Ball Drop 5	Verbally cue and execute the full exercise with the students. Music tempo – 88 beats per minute
Brush/Spank/Shuffle 5	Verbally cue and execute the full exercise with the students. Music tempo – 116 beats per minute
Shuffle Stamp/Step 5	Verbally cue and execute the full exercise with the students. Music tempo – 112 beats per minute
Slap/Flap Away 5	Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Slap/Flap Towards 5	Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Shuffle Ball Change 5	Demonstrate and verbalize the full exercise as the students watch. Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Shuffle Hop/Irish 5	Demonstrate and verbalize the full exercise as the students watch. Verbally cue and execute the full exercise with the students. Music tempo – 96 beats per minute
Flap Ball Change 4	Verbally cue the exercise for the students. Music tempo – 104 beats per minute.
Sideways Movement 2	Verbally cue the exercise for the students. Music tempo – 136 beats per minute.
Strength and Mobility 4	Follow the directions on the card.
Choreography 3	Follow the directions on the card.
Performance Dance	Continue to add onto the dance.

Hand Out Activity Sheet # 7

Warm Up 5

Music – 4/4 meter 32 counts per side

Starting Position – Standing facing the barre, with both hands on the barre, standing on 1 foot and the other leg extended in front of the body with the foot pointed, both legs are parallel.

<u>Counts</u>	<u>Movement</u>
1,2	2 taps forward
3, &, 4	Triple taps to the front
1-4	Repeat to the side in parallel alignment
1-4	Repeat to the back
1-4	Repeat to the side in turned out alignment
1,2	2 taps forward
3,&,4,&	2 tap heels forward
1– 4,&	Repeat to the side in parallel alignment
1-4, &	Repeat to the back
1-4,&	Repeat to the side in turned out alignment
Repeat on the other side	

Points to watch

This exercise introduces tap heels on the and count.

The shorter sequences in each direction increases the challenges for weight changes.

Ball Drops - 5

Music - 4/4 or 2/4 32 Counts per side

Starting Position – Left side to the barre, left hand on the barre and the right arm in 2nd position, both legs parallel, the right leg slightly in front and foot flexed

<u>Count</u>	<u>Movement</u>
1	Drop the ball tap to the floor from ankle movement only
and	Lift the ball tap off of the floor from ankle movement only
2-4,1-4, &	Repeat 7 additional times
1-4,& x 2	Complete 8 ball drops to the side in parallel alignment
1-4,& x 2	Complete 8 ball drops to the back, gesture leg turned out
1-4,& x 2	Complete 8 ball drops to the side in turned out alignment
Repeat on the 2nd side	

Points to watch

The students need to work more on their stability and alignment with one hand on the barre then with 2.

Remind the students to stay pulled up on the supporting side during the exercise.

As the gesture foot changes position, remind the students to keep their weight on the supporting side.

Watch that the students keep the gesture foot close enough to their bodies so that the clarity and timing can be maintained.

Brush / Spank / Shuffle - 5

Music - 4/4 or 2/4 64 Counts per side

Starting Position – Stand with the left side of the body to the barre, left hand on the barre and right arm in 2nd position. Both legs are parallel, right knee is bent and leg is lifted next to the supporting leg.

Count

&
1
&,2,&3,&,4
&
1
&,2,&3,&4

Movement

Brush the foot to the front.
Return the leg to the starting position
Repeat 3 additional times, keeping the leg extended after the last brush
Spank the same foot from the front
Return to the starting position
Repeat 3 additional times, keeping the leg in after the last spank and turn the gesture leg out

Shuffle to the front
Repeat 7 more shuffles

1-4 x 4

Repeat the combination to the side with the legs parallel

1-4 x 4

Repeat the combination to the front

1-4 x 4

Repeat the combination to the side with both legs turned out

Repeat the combination on the 2nd side

Points to watch

It will be more challenging to maintain the stability of the pelvis and torso with one hand on the barre.
Remind the students to keep the feeling of the shuffle relaxed but controlled.
Encourage the students to relate the feelings of the brushes and spans to the shuffles.
Continue to encourage the students work on sound clarity and timing.

Shuffle Stamp / Step - 5

Music - 4/4 or 2/4 128 Counts

Starting Position – Stand in the center, arms bent, hands on the hips, 1 knee bent and leg lifted next to the supporting leg, both legs parallel

Count

&1
2
&3
4

Movement

Shuffle the foot to the front
Stamp on the foot and pick the 2nd foot up to the starting position
Shuffle the 2nd foot to the front
Stamp on the foot and pick the 2nd foot up to the starting position

1-4 x 7

Repeat 14 more shuffle, stamps, alternating sides each repetition

1-4 x 8

Repeat the combination to the side with the leg parallel, the stamp happens directly under the hip

1-4 x 8

Repeat the combination to the front

1-4 x 8

Repeat the combination to the side with both legs turned out, the stamp happens directly under the hip

Points to watch

Encourage the students to work on their balance when they are in center.
When balance is off the timing and clarity of sounds will be affected.
This combination should not travel.

Slaps / Flaps Away – 5

Music - 4/4 or 2/4 64 Counts per side

Starting Position – Standing left side to the barre, left hand on the barre, right arm in 2nd position, both legs parallel, right leg lifted by the left.

Count

&1

&-4, 1-4

Movement

Slap the foot to the front

Repeat 7 more slaps

&1

&-4, 1-4

Flap the foot to the front

Repeat 7 more flaps

1-4 x 4

Repeat the combination in parallel position to the side

1-4 x 4

Repeat the combination to the front

1-4 x 4

Repeat the combination with both legs turned out to the side

Repeat the exercise on the 2nd side

Points to watch

Remind the students that their hands on the barre may need to slide on the flaps as the weight is transferred in both directions.

Remind the students to maintain their timing, sometimes it is hard for them to get off of the leg that flapped in time.

Encourage the students to maintain their arm positions.

Slaps / Flaps Toward – 5

Music - 4/4 or 2/4 64 Counts per side

Starting Position – Standing left side to the barre, left hand on the barre, right arm in 2nd position, both legs parallel, right leg lifted by the left.

Count

& 1

&-4, 1-4

Movement

Slap the foot from the front

Repeat 7 more slaps

&1

&-4, 1-4

Flap the foot from the front

Repeat 7 more flaps

1-4 x 4

Repeat the combination in parallel position from the side

1-4 x 4

Repeat the combination from the front

1-4 x 4

Repeat the combination with both legs turned out from the side

Repeat the exercise on the 2nd side

Points to watch

Remind the students to maintain their timing, sometimes it is hard for them to get off of the leg that flapped in time.

Encourage the students to maintain their arm positions.

Shuffle Ball Change—5

Music – 4/4 rhythm 64 Counts per Side

Starting Position – Left side facing the barre, left hand on the barre, right arm in 2nd position, right leg lifted next to the left

Count

Movement

&1	Shuffle the foot to the front
&2	Ball Change in place
&3,4	Repeat
1-4 x 3	Repeat 6 more times to the front
1-4 x 4	Repeat the combination to the side in parallel alignment
1-4 x 4	Repeat the combination to the front
1-4 x 4	Repeat the combination to the side with both legs turned out
Repeat the combination on the 2nd side	

Points to Watch:

The quicker speed and 1 hand on the barre will make it harder for the students to stabilize their bodies. Encourage the students to keep their supporting foot and ankle neutral. Remind the students that the shuffle does not kick front and back.

Shuffle Hop / Irish—5

Music – 4/4 rhythm 64 Counts

Starting Position – Stand left side to the barre, left hand on the barre, right hand on the hip, both legs parallel, right leg lifted at the side of the left.

Count

Movement

&1	Shuffle to the front
2	Hop on the supporting leg
&3,4	Repeat
&1-4	Repeat 2 more times
1-4 x 2	Repeat the combination to the side with both legs parallel
1-4 x 2	Repeat the combination to the front
1-4 x 2	Repeat the combination to the side with both legs turned out, changing feet after the last hop
1-4 x 8	Repeat the combination on the 2nd side

Points to Watch:

There may be a tendency to rotate on the supporting leg because of the 1 hand on the barre and the heel lifted. Remind the students to bend their knees to take off and land while keeping their heels lifted. Remind the students to control their movements so that they don't slip.

Flap Ball Change—4

Music – 4/4 rhythm 128 Counts

Starting Position – Facing the barre, 2 hands on the barre, legs parallel, gesture leg lifted next to the supporting leg

Count

Movement

&1	Flap to the front
&2	Ball change
&3-4	Repeat on the 2nd side
1-4 x 3	Repeat the combination 6 more times, alternating sides each combination
1-4 x 4	Repeat the combination to the side with parallel legs
1-4 x 4	Repeat the combination to the front
1-4 x 4	Repeat the combination to the side with turned out legs
1-4 x 4	Repeat the combination with a spank coming from the front
1-4 x 4	Repeat the combination with a spank coming from the side with parallel legs
1-4 x 4	Repeat the combination with a spank coming from the front
1-4 x 4	Repeat the combination with a spank coming from the side with turned out legs

Points to Watch:

Both the flaps and the ball changes are now done in half as many counts.

Remind the students that there should be 4 audible sounds in each combination.

The heels remain off of the floor for the full exercise.

Sideways Movements—2

Music – 4/4 rhythm

Starting Position – Have the students divided into 3 lines against the stage left wall. Allow each group of 3 to complete 8 counts of movements before the next group begins.

Count

Movement

1	Stamp on the left foot, crossing behind the right foot, allowing both knees to bend
2	Stamp on the right foot open to the right side, straightening both legs
3	Stamp on the left foot, crossing in front of the right foot, allowing both knees to bend
4	Stamp on the right foot open to the right side, straightening both legs

Continue repeating this movement across the floor
Repeat from the stage left wall to the stage right wall

Points to Watch:

Explain to the students that this step is called a grapevine.

Remind the students that the grapevine alternates closing front and back.

Remind the students that the stomp makes only one sound.

Strength and Mobility—4

Music – Music your students will like and you can talk over

Starting Position – Students are lying on their backs, both knees bent, one leg crossed over the opposite knee at the lower shin (foot and ankle off of the supporting knee) and turned out

Movement Series

Flex the foot at the ankle

Turn the foot out, maintaining the flexion of the ankle

Point the foot down towards the floor by extending the ankle

Turn the foot in, maintaining the extended ankle

Repeat 1x holding each position for 8 counts

Repeat 2x holding each position for 4 counts

Repeat 4x holding each position for 2 counts

Repeat 8x holding each position for 1 count

Repeat 16x with quick smooth circles

Repeat in the opposite direction

Repeat both directions with the 2nd leg

Points to Watch:

If the students fatigue too quickly, have them do the previous version.

Choreography—3

Music – 4/4 music Moderate tempo

Starting Position – Standing in a large circle, you are in the circle with the students.

Counts

1-4 x 2

Movement

You step into the circle and tap an 8 count combination using all single sound steps

1-4 x 2

Have the students tap the combination with you

Begin with the person to your right and have him / her step into the center and tap your combination replacing 2 of the single sound steps with double sound step that does not change the weight changes in the combination. For example, a stomp or tap would be replaced by a shuffle or slap, a step or stomp would be replaced by a flap. Encourage the students to replace one weight change and one non weight change. After the featured student dances their new combination, have all of the students join in and dance the combination as the featured student moves back into the circle. Dance your original combination again. Have the students dance your combination with you again and then repeat this series with the next student.

If time permits, begin the series over this time incorporating both the arms and feet.

Points to Watch:

If you have an assistant or older student you can use in this class to demonstrate the concept of the students adapting your combination it might be helpful.

The first time the students do the exercise don't worry so much about the weight change / no weight change part if it is confusing the students.

Activity Sheet 7—Ball Change

A Ball Change is a combination of 2 steps, one on each foot, that change weight and finish with the same gesture foot free.

Fill in the names of the steps that can be combined with Ball Change

S u f l ball change

F a ball change

B u h ball change

S a k ball change

Without your tap shoes on practice your ball changes alone and with other steps.