

# Reading & Rhythm School Residency



## Did you know it's possible to connect words and beats?

With Reading & Rhythm, students learn to embody words through the movement of their feet. Tap dance has the ability to communicate and express meaning by creating beats and rhythms. When basic tap steps are integrated into the classroom, students can explore ways to create physical and personal connections to what they're reading.

***"Excellent job! Very engaging and movement centered.  
Using tap dance steps to bring meaning to literary text and  
help make sense of characters."***

*-Prince George's County, Arts Integration Cohort*



**QUYNN JOHNSON** PERFORMING ARTIST + EDUCATOR + AUTHOR

quynn@quynnjohnson.com    www.quynnjohnson.com    (202) 688-5827

# PROGRAM DESCRIPTION

Students will use tap dance to embody and connect reading principles, adjectives, ad-verbs, and character traits. This will allow students to make a deeper, personal, and fun connection to what they're learning. The residency begins with students standing up learning basic tap steps around the general space of the room. Using a word bank, the artist engages the students to choose either an adjective or adverb and embody that word with a tap step through general space. From here students are broken into groups to complete the Reading & Rhythm Chart to choose their own character traits and begin a group choreography. The lesson scaffolds each day and incorporates a grade-appropriate story where students map out the story's main characters, assign character traits, cite text-based evidence to support their choice, and connect a tap step to each word. This allows them to build a choreography that represents the assigned character.

## PROGRAM OBJECTIVES

- Students will practice effective teamwork and collaboration
- Students will create group choreography
- Students will connect tap steps to adjectives, adverbs, and character traits
- Students will learn to physically embody character traits with tap steps
- Each small group will choose a character (from a story the class has read) and present their choreography embodying the character traits they've chosen. This will be completed using the Tap Character Trait chart provided.

## Culminating Examples

- Each small group will perform their choreography based on character traits.
- Students will also present a short tap phrase created by Quynn Johnson.
- Post-Residency Activity: Students will complete the Tap Reflection form and the Tap/Character Trait Assessment sheet. (provided by the Teaching Artist)



**ARTIST BIO:** Quynn Johnson is an award-winning performing artist, choreographer, and author. Ms. Johnson has performed tap dance on national and international stages including: The Kennedy Center; Jacobs Pillow; Dance Encore Festival in Quebec; Canada and the International Festival de Cajon Peruano in Lima, Peru. She also completed a tour of the Broadway Production After Midnight. Quynn is the co-director of SOLE Defined, a percussive dance company based in Washington, DC. Having received the 2014 & 2017 Individual Artist Award: Dance Choreography from Maryland State Arts Council, Quynn has self-published 2 children's books, Lucky's Tap Dancing Feet and Lucky Goes to Camp. Quynn is also the co-founder of SOLE Defined, a percussive dance company based in Washington, D.C.



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# TEACHER PREP

Students will need comfortable shoes to practice in for the first two residency sessions; no prior dance knowledge needed. Please make sure that chairs are pushed back to create an open space.

## PLEASE SHARE THE FOLLOWING WITH THE TEACHING ARTIST PRIOR TO THE RESIDENCY

- Classroom management style and/or strategies used with the students
- Possible students with special needs
- Available dance space
- Kids shoe sizes
- Number of students in each class

## MATERIALS NEEDED FROM TEACHER

- Scrap paper
- Pencils
- Paper
- Large post-it paper or chart paper
- Markers
- text on which to base the residency
- Colored paper

## COMMON CORE STANDARD

### Reading: Literature

**RI.4.1:** Read closely to determine what the text says explicitly and to make logical inferences from it. Cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### Maryland State Curriculum Standards for Fine Arts:

**Standard 3.0 Creative Expression and Production:** Students will demonstrate the ability to create and perform dance.

**Indicator 2:** Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.

**Objective a:** Create Individual and partner dance studies that integrate the elements of dance, choreographic forms, and aesthetic principles to communicate ideas, thoughts, and feelings.

## NATIONAL CORE ARTS STANDARD

**Creating DA:** Cr2.1.3

**Anchor 2:** Organize and develop artistic ideas and work

**b.** Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.



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## ADDITIONAL RESOURCES

- *Lucky's Tap Dancing Feet* by Quynn Johnson
- *Tap Dancing America: A Cultural History* by Constance Valis Hill
- *Brotherhood in Rhythm* by Constance Valis Hill
- *The Souls of Your Feet* by Acia Gray
- Quynn Johnson Teaching Artist Reel <https://www.youtube.com/watch?v=6i1nEIPVUhY>
- The Nicholas Brothers: Stormy Weather [https://www.youtube.com/watch?v=\\_8yGGtVKrD8](https://www.youtube.com/watch?v=_8yGGtVKrD8)
- *Tap Heat* Short film: <https://www.youtube.com/watch?v=AeDNy6Ff7VE>
- SOLE Defined Performance: Hot <https://www.youtube.com/watch?v=viWtDSUqmXY>

### Background/ Additional Information

History of Tap Dance: Tap dance is a percussive dance style where dancers strike the floor using tap shoes to create sound. Tap dance is an American art form, but has its roots in African dance and Irish dance.

### Professional Development Strategies

- Teachers can create a tap rhythm that connects to a lesson on language.
- Teachers can use the sounds of a basic tap step to connect to the syllables of a word.
- Teachers can connect the sounds and patterns of different steps to mathematical equations (counting, addition, subtraction).

## ADDITIONAL INFO

Inclement Weather: DON'T WORRY! Quynn will follow school closings/delays, and will work with you to re-schedule the performance if necessary.

After Hours / Emergency Number: email [quynn@quynnjohnson.com](mailto:quynn@quynnjohnson.com)



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## TAP STATS 2019

**3 ORIGINAL SHOWS**

**20 FESTIVAL APPEARANCES**

**105 SCHOOL VISITS**

**120 PROFESSIONAL DEVELOPEMENT  
TEACHERS REACHED**

**5,200+ STUDENTS**