

# Once Upon A Rhythm

## Professional Development Workshop

Explore how the art form of tap dance and its elements (beat, choreography, and improvisation) can be used as a tool to strengthen literacy and math skills for early learners. Tap dance communicates and expresses meaning. When this dynamic teaching tool is integrated into the classroom, it offers students a deeper learning experience and invites all learners to create physical and personal connections to academic subjects. This workshop will highlight key aspects of tap dance that can be shared with and used by educators and caregivers alike to help drive the success of young learners.

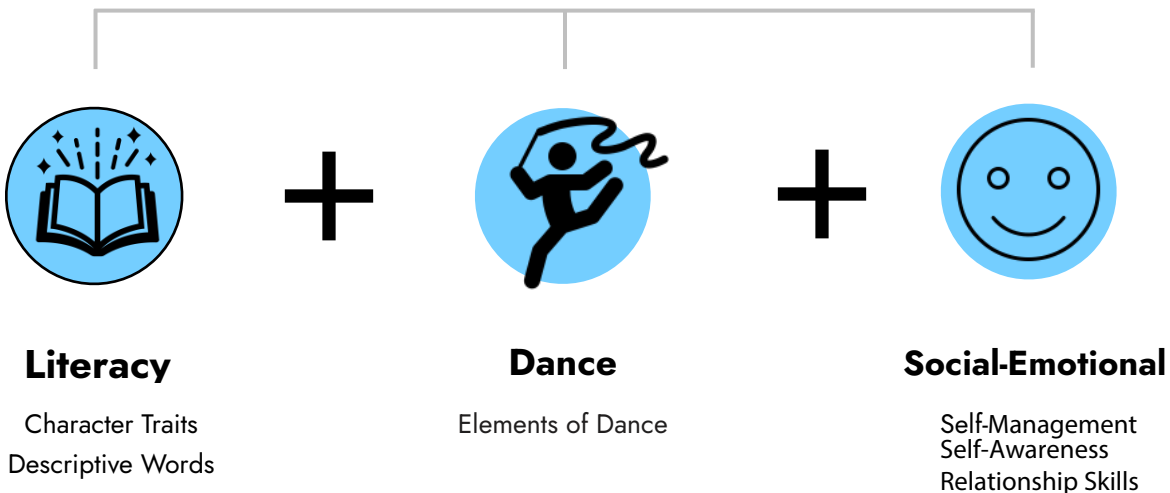


Quynn Johnson is a multi-award winning performing artist, choreographer, and author. As a three-time recipient of the Maryland State Arts Council Individual Artist Award for Dance: Choreography, Quynn Johnson has performed tap dance on national and international stages including The Kennedy Center and International Festival de Cajon in Lima, Peru. Quynn is also the co-director of [SOLE Defined](#), a percussive dance company.

**Art Form: Dance**

To learn more about Ms. Quynn, visit <https://tinyurl.com/2zcewyx9>

## Strategies



# Tap Elements

## 1 Element One: Beat

- **Heel Stomp:** Two sounds. Tap your heel in front of your body, and then bring it back toward your body and stomp in place.
- **Toe-toe Stomp:** Three sounds. Place your foot behind you and tap the toe twice, then stomp in place.
- **Shuffle Stomp:** Three sounds. Swing your foot forward then backward, letting the ball of your foot brush the floor then stomp in place.
- **Slide Stomp:** Two sounds. Travel to one side of the floor and then stomp in place. Repeat to the other side.

### Outcomes

- Participants will explore ways to include embodied learning into the classroom experience
- Participants will build skills to integrate the element of beat into their classroom curriculum
- Participants will explore ways to build student's phonemic awareness through movement

## 2 Element Two: Improvisation

- Exploration and embodiment of a character without preparation.

### Outcomes

- Participants will explore ways to include embodied learning into the classroom experience
- Participants will discover ways to physically embody adjectives, adverbs, and character traits through improvisation

## 3 Element Two: Choreography

- Making connections to literary text and descriptive words.

### Outcomes

- Participants will uncover the ways literary text can be expressed through a beat
- Participants will create ways to incorporate movement into the retelling of a story
- Participants will experience ways that embodied learning can enhance a student's expression of understanding text
- Participants will discover connections between movement sequencing and patterns and the stages of storytelling

# Literacy Concepts

- **Character Embodiment:** A complete and compelling representation of a character.
- **Character Traits:** Words that describe character's personality or qualities that make them who they are.
- **Characters:** The person, animals, and things participating in a story
- **Descriptive words:** Used to give details and more information (E.g., colors, sizes, shapes, textures, and numbers, etc.).
- **Phoneme:** The smallest unit of sound in speech. To learn more visit: <https://tinyurl.com/2s3w3bvt>
- **Story Arc:** Beginning, Middle and End of story.
- **Syllable:** A single, unbroken vowel sound within a spoken word.



# Tap Elements

## Elements of Tap Dance

- **Beat**:- steady pulse.
- **Rhythm**: A pattern of beats. Can be accented or unaccented.
- **Choreography**: A sequence of steps or movement in dance. With choreography, you learn the movement, practice it, and then perform it.
- **Improvisation**: To make things up as you go along. To move freely or freestyle with dance steps.

## Elements of Dance: Energy, Space, Time

- **Energy**: How the movement is done.
- **Weight**: Strong (heavy, firm, powerful), light (gentle, soft).
- **Space**: Where is the movement happening.
- **Self Space**: Space immediately around the body.
- **General Space**: Space throughout the room.
- **Direction**: Forward, backward, sideways, up, down.
- **Time**: When does the movement happen.
- **Beat**- A steady or recurring pulse
- **Tempo**- How fast or slow a beat happens
- **Rhythm**- A pattern of beats. Can be accented or unaccented



### Maryland Early Standards:

- Identify the beginning, middle, and end of literary text.
- Identify the main topic of informational text.
- After interactive read-alouds, respond by retelling the text or part of the text in an appropriate sequence, using discussions, re-enactment, drawing, and/or writing as appropriate.
- Recognize and identify own emotions and the emotions of others.

To learn more about the Maryland Early Learning Standards, visit <https://tinyurl.com/2p8964zs>

### Maryland Fine Arts Standards

- Work independently or collaboratively to create a symbolic representation of a dance movement done in class.
- Develop the ability to combine the elements of dance to create movement.

To learn more about the Maryland Fine Arts Standards for Dance, visit <https://tinyurl.com/yckw4fuw>

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