

AAHPERD National Convention@ Expo
Gateway to Success

April 1-5, 2014

Successful Methods for Teaching Dance In a Classroom
Saturday, April 5 from 1:00pm to 2:15pm

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Past Indiana Dance Educator of the Year

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Past Indiana Dance Educator of the Year

History of Tinikling:

Tinikling is a popular national and traditional dance that is honored and cherished in the Philippines. The dance originally was designed to imitate a long-necked bird, where the movements suggest a bird that walks through grass stems, rice paddies, runs over trees and branches, or tries to escape being trapped by a farmer in the bamboo traps. The Philippine dancers interpret the bird like steps with grace and speed by maneuvering between large poles (bamboo). The definition of Tinikling means: "bamboo dance".

The origin of Tinikling is a derivative of Spain. While the Spanish inhabited the islands, many rice fields were lost and the natives suffered when they were accused of working too slowly. As punishment, they would stand between two poles and were beaten. At times, they tried to escape by jumping between the bamboo sticks. It became a vicious cycle, the less work resulted in more bruises, the more bruises the less the workers could work and then more punishment due to the lack of work. Today, the dance can be seen and heard with music that is staccato and time is kept by double swaying balance steps. Traditionally, Tinikling is performed in the Philippines on Sundays and can be seen for its beauty and grace, instead of punishment. (Giancruz)

Another factor that has contributed to the uniqueness of Tinikling is that there is little to no body contact. It has been said, "love is expressed at arms length" (Longden and

Weikart, 242). This makes Tinikling an appealing dance for students, since they often are too timid to touch their partner. Also, the rhythm is used to simulate the movements of the long-necked bird and the beating bamboo sticks striking in 3/4 time. Some education classes utilize a slower tempo through 4/4 in close, close, tap, and tap.

Introduction to Tinikling Rhythms and Steps

All dances taught during this conference were choreographed by Joy McEwen.

Introduction to the various rhythms of 3/4 and 4/4: notice the change from one tempo to the next. Begin by clapping the rhythm and stomping the feet. Develop the clapping by finding a partner and simulate "Paddy Cake" and "Follow the Lead" with your partner to the beat.

1. Clapping to the Beat

Music: *We Will Rock You* by Queen

Equipment: Bamboo or PVC piping

2. Tire Relay

Equipment: Jump bands or duct tape or lines on the floor

Music: *Get this Party Started* by the Party Cats from Kids Dance Party

This is to get familiar with jumping in and out of the bands, similar to a football exercise of jumping through tires or ladders to get the knees higher for agility.

Various Tinikling Dances

1. Irish Hopscotch

Music: *Irish Washerwomen* from CD of Phyllis S. Weikart

Equipment: Jump Bands

Instructions:

Divide into groups of four people, two people will work with the jump bands and the two will be jumpers. Begin on opposite sides of the jump bands.

Skills: Hopscotch, half-turn and changing places, jig steps, and cross over step.

Dance Steps:

Four counts introduction, both jumpers begin on right foot.

Sixteen counts (4 X 4) of hopping in and out of jump bands.

Sixteen counts (4 X 4) of hopping with half-turn.

Hopscotch jumping off right foot: two counts jump in and then straddle the jump bands for two counts, repeat on left foot: two counts jump in and then straddle the jump bands for two counts.

Four counts to hop in the middle on right foot then hop out on left foot (you will still be on your original side).

Three times crossover step and you are ready for the other side.

Repeat whole dance on the other side.

Thirty-two counts (4 X 8) to change jumpers to jump bands and vice versa.
Repeat the whole dance with new jumpers and jump band jumpers.

Jump bands jumpers are adding clapping and raising arms once they feel comfortable with the sequence of jumping close, close, tap, and tap. An advanced step for jump bands jumpers is to jump together for the close, close, and then hop to right foot then left foot. Enjoy this dance with your students.

2. Pony Dance

Music: *Mony Mony* (remix by United Dance Association), originally performed by Tommy James.

Equipment: Jump Bands

Instructions:

This dance can be utilized as an introductory basis for folk dance to understand square dancing formation. Begin by placing the jump bands on the ground to show the square formation, then instruct which couple is the head couple, side couple, opposite couple and second side couple.

Dance Steps:

Partners will rotate through the space in a counterclockwise direction, and begin by facing towards the next couple. The option to hold hands is optional, but both people are working together to jump in and out of the bands. Person closest to the center of the square will begin on the left foot and the other person will begin on the right foot, therefore, the pony steps will be facing each other.

Two basic steps

Two (eights counts) hopping in and out

Sixteen counts of pony steps facing your partner

Running crossover to the second corner

Repeat dance steps to all four corners of the square

3. Jumping Beans

Music: *Jump* by the Pointer Sisters

Equipment: Jump Bands

Instructions:

The following is an example of a Tinikling Assessment given to the students at Purdue University in the Health and Kinesiology Department, course number 10300 (Rhythms and Dance). A variation is to arrange the class in an open square where the jumper moves to each side of the square. Eight people are stationary and four people are moving through the space. This dance can be made more advanced by adding gymnastics skills. Instead of the basic step add a cartwheel or a donkey kick.

Dance Steps:

(All steps are counted in eights.)

Four basic taps

Four basic steps

Two crossover steps

Four basic steps

Four straddle

Four "X" Steps

Walk around circle

Four rocker steps

Repeat from beginning two more times

One crossover step to exit

Repeat sequence four times

Conclusion:

All these dances can be adapted to all levels of physical education. It is not necessary to have jump bands, but it does engage all students' participation and moving towards the goal of increasing stamina, endurance and coordination. Try to create your own Tinikling dance to the rhythm of 3/4. It changes the dynamic of the dance steps and the concentration it requires to omit the extra beat. Even though some dances were a variation on traditional Tinikling, the style of folk dancing and grace provided by the Philippines is still being taught in today's classroom. Good luck and email me if you use any these activities or have any questions.

Reference:

Longden, Sanna H. and Weikart, Phyllis S. *Cultures and Styling in Folk Dance*. Ypsilanti, Michigan: High/Scope Press, 1998.

Tinikling: The Philippine National Dance. *Giancruz.com*. Website. 8 April 2010.