

RHYTHM

Essex Dance Theatre

Students Rhythm Study Work



Student's Name:

Rhythm

This booklet is to help you understand the work you are doing in class about rhythm. There are some things for you to practise at home.

Don't worry about the sections you haven't done in class yet: Always **ASK** if you don't understand.

The music we are using to start our rhythm work is a 4/4. This means it has a marching sound. Most disco music is 4/4.



Look at the music – there is a 4/4 at the beginning.

The notes on the line tell the pianist what sound to make and how long the sound or count should last.

There are 4 counts to each bar of 4/4.

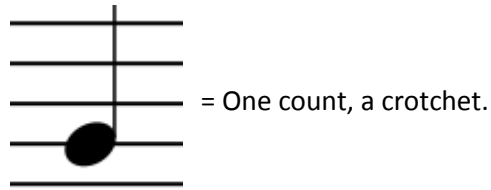
The music is divided into bars. There is a line to separate each bar of music. The length of each bar is the same; the notes in each bar have to add up to the same counts of four.

Think of each bar like a cake. Each note is a slice of cake. There is only one cake so if there are more notes the slices are smaller.

For dancing, the steps are usually counted up to 8 each time. So that is 2 bars of 4/4. Let's have a look at the different notes we are using when we start dancing.

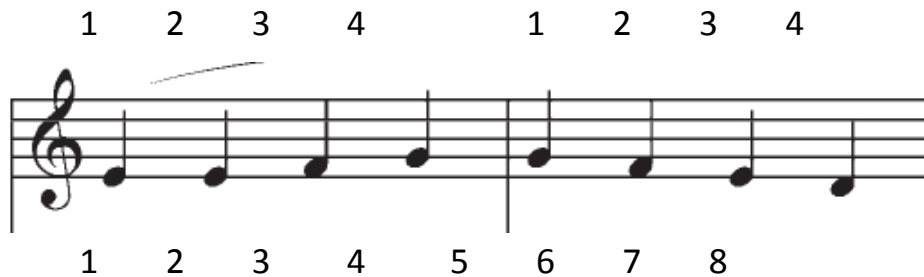
CROTCHETS

A crotchet is a $\frac{1}{4}$ note.

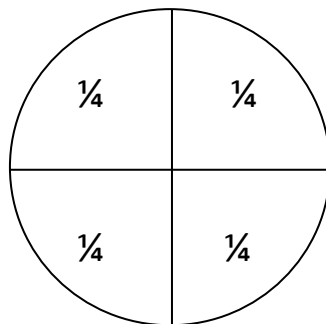


There are 4 quarter notes in one bar of 4/4 music.

Below are two bars of 4/4 music with crotchets. The music counts of 4 are at the top of the music, and the dance counts of 8 are at the bottom of the music.



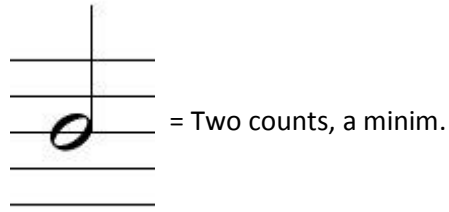
So our cake is divided into 4 equal slices:



1. Clap in time with a marching 4/4 piece of music
2. March in time to a 4/4 piece of music
3. Clap for 4 and March for 4. You are clapping 4 x $\frac{1}{4}$ notes and stepping 4x $\frac{1}{4}$ notes. This is 8 counts all together, which are two bars of music.
4. Clap for 4 and make a pattern with the 4 steps.

MINIMS

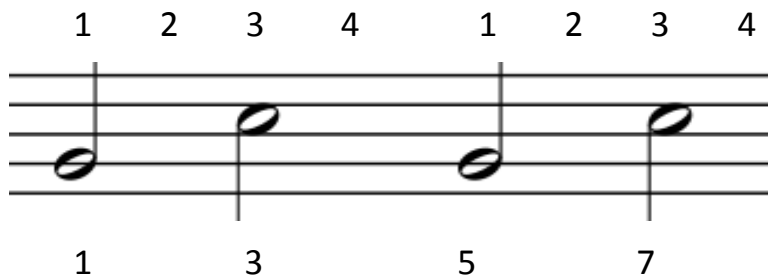
A minim is a $\frac{1}{2}$ note.



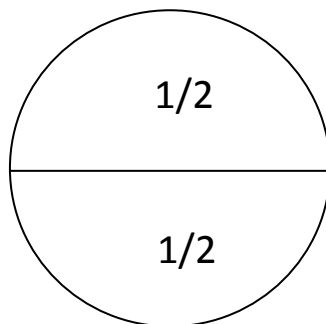
There are 2 minims in one bar of 4/4 music.

A minim lasts for the same amount of time as two crotchets.

Below are two bars of 4/4 music with minims. The music counts of 4 are at the top of the music, and the dance counts of 8 are at the bottom of the music.



So our cake is divided into 2 equal slices:



1. Clap minims ($\frac{1}{2}$ notes) to a 4/4 marching piece of music
2. Clap 2 x $\frac{1}{2}$ notes (1 bar of music) and step 2 x $\frac{1}{2}$ notes. You are clapping and stepping 2 bars of music, or 8 counts.
3. Clap 4 Crotchets ($\frac{1}{4}$ notes) and 2 minims ($\frac{1}{2}$ notes)
4. Clap and step 4 x $\frac{1}{4}$ notes and the 2 x $\frac{1}{2}$ notes

SEMI BREVE

A Semibreve is whole note.

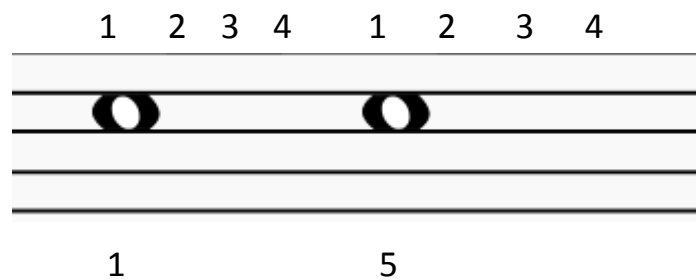


= Four counts, a semibreve.

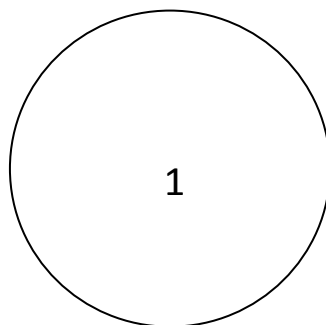
There is one whole note on one bar of 4/4 music.

Each whole note lasts for either 4 x ¼ notes (crotchets) or 2 x ½ notes (minims).

Here are two bars of 4/4 music with semi breves. The music counts to 4 are at the top, and the dance counts of 8 are at the bottom. As you can see, in dance we count 1 and 5, but miss the other counts. This is because a semibreve lasts for 4 crotchets or two minims. In dance, we show that by making a clap last for four counts by keeping our hands together.



So our cake is just one big piece:



1. Clap semibreves (whole notes) to a 4/4 marching piece of music
2. Clap 1 x whole notes (1 bar of music) and step 1 x whole notes. You are clapping and stepping 2 bars of music, or 8 counts.
3. Clap 4 Crotchets (1/4 notes), 2 minims (1/2 notes) and 2 x semibreves (whole notes)
4. Clap the above and step it.

QUAVERS

A quaver is an eighth note.



In groups of two the tails are joined up.

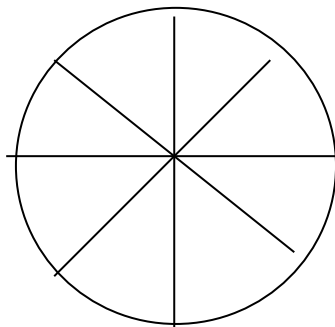


There are eight quaver notes on one bar of 4/4 music.

Each lasts for half of a $\frac{1}{4}$ note.



So our cake is divided into 8:



1. Clap even quavers ($\frac{1}{8}$ notes) to a 4/4 marching piece of music
2. Clap 8 x even $\frac{1}{8}$ notes (1 bar of music) and step 8 x even $\frac{1}{8}$ notes. You are clapping and stepping 2 bars of music, or 8 counts.
3. Clap/step 4 x $\frac{1}{4}$ notes, 2x $\frac{1}{2}$ notes, 8 x even $\frac{1}{8}$ notes and 1 x whole note
= 2x 8 dance = 4 bars of music.

So the rhythm in Question three looks like this:

1 2 3 4 5 ~ 7 ~ 1 & 2 & 3 & 4 & 5 ~ ~ ~

ACCENTED QUAVERS

Accented 1/8 notes (quavers)

We count or write them like this:

&1 &2 &3 &4 &5 &6 &7 &8

They are **ACCENTED** 1/8 notes. We put the '&' and the count close together when we count, clap or step. We step them as ball-change steps.

1. Clap accented quavers to a marching 4/4
2. Clap 8x even 1/8 notes (one bar of music) and 8x accented 1/8 notes = 2 bars of music
3. Clap/step 4 x 1/4 notes, 2x 1/2 notes, 8 x accented 1/8 notes and 1x hole note.

The rhythm in Question 3 sounds like this:

1 2 3 4 5 ~ 7 ~ &1 &2 &3 &4 5 ~ ~ ~

To make sure you understand everything, try teaching all the note values to a parent or friend; if they can understand it, then you do!

Develop your work by putting a floor pattern on the steps. Then change the steps. You must count the note values as you do each step. Make sure you can repeat it.

Now put arm lines on your dance steps.

Try this 16 count (4 bar) one:

4 x ¼ notes

On counts 1 2 3 4 = 4 steps in a square

2 x ½ notes

On counts 5 and 7 = 1 Side drag to the right, 1 to the left

8 x even 1/8 notes

On counts 1 & 2 & = 2 runs forward to right on diagonal

On counts 3 & 4 & = 2 runs forward to left on diagonal

1 x whole note

On Count 5 = 1 step backwards taking 3 counts to lower body to the floor.

Then repeat the whole thing, but do accented 1/8 notes instead of even 1/8 notes.

Try making up your own 16 count sequences, and make sure you can count them.

Try using different sorts of 4/4 music; different speeds and different styles (jazz, pp, classical piano, orchestral etc).

Note Values

All tap examination candidates from & including Grade I need to know the note values of every exercise.

This tells you when to “clap” for 1 bar of 4/4 music – 4/4 music is a “marching” tune

Whole note

clap:- 1 - - - = 1 bar

Half note

clap:- 1 - 3 - = 1 bar

Quarter note

clap:- 1 2 3 4 = 1 bar

Even eighth notes

clap:- & 1 & 2 & 3 & 4 = 1 bar

Accented eighth notes

clap:- & 1 & 2 & 3 & 4 = 1 bar

Twelfth notes

clap:- & a 1 & a 2 & a 3 & a 4 = 1 bar

Write out the dance counts and note value of the tune below.

Rewrite the tune by changing some of the notes to quavers.

Make sure they add up to 4 counts in a bar.

Clap it twice, step it twice, dance it twice.

ODE TO JOY



Try making up your own rhythms:

8 Counts

16 Counts

32 Counts

Tap Vocabulary

STRAIGHT TAP
(one sound)

Strike the ball of the foot sharply on the ground and up again (ankle action)

FORWARD TAP
(one sound)

Strike the ball of foot sharply forward (ankle action)

BACK TAP
(one sound)

Strike the ball of foot sharply back (ankle action)

HEEL TAP
(one sound)

Lift heel off the ground by bending the knee and strike the heel sharply down and up

TOE TAP
(one sound)

With point of toe, sharply tap on ground and up again

BALL TAP
(one sound)

Stand on both feet. Lift toe of one foot and tap ball of foot on ground. Can be done standing on one foot

HEEL BEAT
(one sound)

Same as heel tap, but leave heel on ground

TOE BEAT
(one sound)

Same as toe tap, but leave toe on ground

BALL BEAT
(one sound)

Same as ball tap, but leave ball of foot on ground

FORWARD BRUSH
(one sound)

A broader movement than a forward tap, the swing comes from hip and knee.

BACK BRUSH
(one sound)

A broader movement than a back tap, the swing to come from hip and knee.

Tap Vocabulary

STEP (one sound)	Transfer weight on ball of foot
STAMP (one sound)	Heavy down beat on flat foot
BALL CHANGE (Two sounds)	Change of weight from one foot to the other on count of &1. Can be done ball to ball of foot, or ball to flat of foot
PICK-UP STEP (Two sounds)	Stand with feet slightly apart, turn up toe of R. foot, keeping heel on the ground. Sharply slap ball of foot backwards, removing heel and step back on R. foot, turning the L. toe up to repeat the same movement on the other side
PICK-UP SPRING (Two sounds)	Same as pick up step, but spring onto ball of foot instead of stepping backwards, stepping backward after spring to repeat on same foot
PICK-UP CHANGE (Two sounds)	Standing on R. foot, slightly bend supporting knee, turn up toe of supporting foot, slap ball of foot backwards, removing heel, making a snatch beat and landing on ball of other foot
PICK-UP ON ONE FOOT (Two sounds)	Stand on L. foot, slightly bend supporting knee and turn toe up, make the same sharp snatch as in pick-up change, land on ball of same foot
PULL BACK (4 sounds)	Pick up R foot, Pick up change Left to Right, Ball dig Left
CRAMP ROLL (4 beat)	Spring onto R foot, Ball Dig L, heal beat R, Heel Beat L.
CRAMP ROLL (5 beat)	Tap Spring R foot, Ball Dig L, heal beat R, Heel Beat L.
RIPPLE (3 beat)	Stand on L foot, Pick up change R to L foot preceded by a forward tap

Tap Vocabulary

SCUFF (one sound)	Flat stamp carried forward, leaving foot off ground at end
HOP (one sound)	Stand on one foot, spring and land on ball of same foot
SPRING (one sound)	Stand on one foot, spring and land on ball of other foot
DROP (one sound)	Lift foot up at back leaving the knees parallel, spring and drop down heavily on the ball or flat foot.
JUMP (one sound)	A spring in any direction with both feet leaving and landing simultaneously.
HEEL DIG (one sound)	With heel of foot give a sharp dig on floor
BALL DIG (one sound)	With ball of foot give a sharp dig on floor
STOMP (one sound)	Stand on one foot raising the heel slightly, push forward supporting foot, finish with heavy heel beat and knee flexed
PICK-UP (one sound)	Stand on both feet, tilt up toe of R foot, and sharply slap back toe, removing heel.
SHUFFLE (two sounds)	Forwards and back tap done to the count of less than 1 2. I.E. &1 or &a etc.
TAP STEP (two sounds)	Forward tap and step on ball of foot. Balance may be on either working or supporting foot.
FLAP (two sounds)	A forward tap and heavy downbeat on flat of foot with knee relaxed, balance on either working or supporting foot
TAP SPRING (two sounds)	Forward tap and spring on ball of foot. Can be done travelling or stationary

Tap Vocabulary

RIFF (4 beat)	Stand on L foot. Brush the ball and then the heel of R foot through from the back and follow with a heel dig and ball beat with right foot.
RIFF (5 beat)	Stand on L foot. Brush the ball and then the heel of R foot through from the back. Heel beat L
SPRING DRAG (3 beat)	Commence from 2 feet. Spring sideways to R extending L at left side, tap ball of L foot towards R foot, finish with a ball dig.
SPRING DRAG (4 beat)	Same as above, finished with a heel beat with L at side of R.
CLIP BALL CHANGE (3 beat)	Stand with weight on R foot. Spring bringing both heels together, land on left foot stepping R to right side.
CLIP BALL CHANGE (4 beat)	As above, but finished with a heel beat on R foot.
TWIST TURN (2 sounds)	Commence feet crossed, turn on balls of both feet executing two heel beats.

Set Tap Rhythms

Primary

& 1 & 2 & 3 & 4 5 6 7 & 8

Shuffle ball change, shuffle ball change

Step Step Step ball change

Clap twice. Dance 6 times

Grade I

1 2 3 4 & 5 & 6 & 7 & 8 1 2 3 4 5 & a 6 & 7 – (miss count eight)

Interpretation

1 2 3 4 4 steps Right, Left, Right, Left

& 5 & 6 & 7 & 8 Shuffle ball change twice with right foot

1 2 3 4 Step heel beat Right foot, step heel beat left foot

5 & a 6 & 7 Hop left foot step right foot

Clap Twice and Dance Twice

Grade II

& 1 & a 2 & 3 & a 4 & 5 - & 7 & 8 (miss count 6)

Interpretation

& 1 & a 2 Hop step pick – up spring step

& 3 & a 4 Hop step pick – up spring step

 & 5 Ball Change

 6 Pause

 & 7 & 8 Tap step ball change

Clap Twice and Dance Twice

Grade III

1 & a 2 & a 3 & a 4 5 & & 7 8

a) Clap

b) Dance four times – Teacher's tap arrangement

Grade IV

1 & - & 3 & 4 5 & & a 6 & & a 7 &

a) Clap

b) Dance four times – Teacher's Tap arrangement

Counting Time steps and Breaks

Singles

8 &1 2 &3 &
4 &5 6 &7 &
8 &1 2 &3 &5 &6 &7

Doubles

8 &1 &2 &3 &
4 &5 &6 &7 &
8 &1 &2 &3 &4 &5 &6 &7

Triples

8 &1 &a2 &3 &
4 &5 &a6 &7 &
8 &1 &a2 &3 &4 &5 &6 &7

SINGLE TIMESTEPS

Shuffle (R) hop (L) spring (onto R) tap step (L fed) step (R)

8& 1 2 & 3 &

Shuffle (L) hop (R) spring (onto L) tap step (R fwd) Step (L)

4& 5 6 & 7 &

Shuffle (R) hop (L) spring (onto R)

8& 1 2

Shuffle step (L) shuffle step (R)

&3 & 4& 5

Shuffle (L) ball change (L.R.)

&6 &7

DOUBLE TIMESTEPS

Shuffle hop tap spring tap step step

8& 1 & 2 & 3 &

Shuffle hop tap spring tap step step

4& 5 & 6 & 7 &

Shuffle hop tap spring

8& 1 & 2

Shuffle step shuffle step

&3 & 4& 5

Shuffle ball change

&6 &7

TRIPLE TIME STEPS

Shuffle hop shuffle spring tap step step

8& 1 &a 2 & 3 &

Shuffle hop shuffle spring tap step step

4& 5 &a 6 & 7 &

Shuffle hop shuffle spring

8& 1 &a 2

Shuffle step shuffle step

&3 & 4& 5

Shuffle ball change

&6 &7