



Dance Skills

JAZZ STEPS : “The Big Apple”

Prepared for The Reddings Primary School
June 2007 V1

MEETING THE ACADEMIC AGENDA

- **CROSS CURRICULAR**
 - HISTORY
 - MUSIC
 - PSHE/SPORTS STUDIES
 - PHYSICAL EDUCATION

- **LENGTH OF UNIT**
 - 6 HRS APPROX

- **YEAR GROUP**
 - 5 and 6

What do we want to achieve?

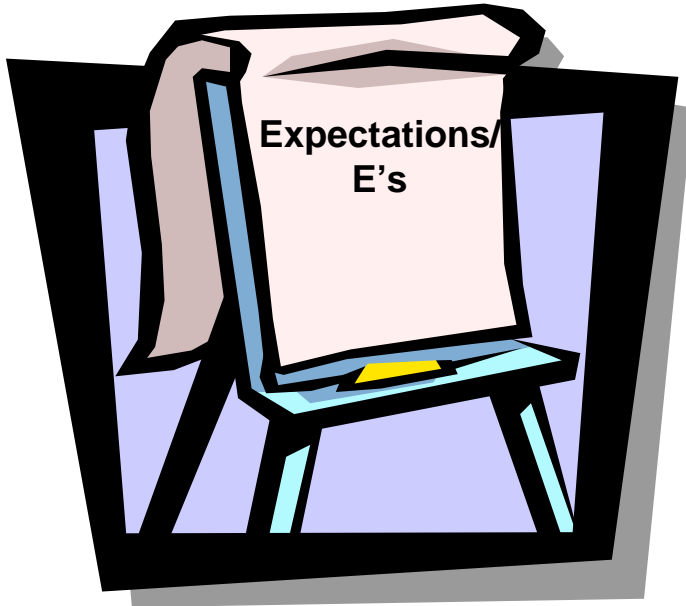
- To have an understanding and explore the History and culture of Jazz steps particularly in a dance called “The Big Apple”.
- To compose a short routine involving learning the basic steps of the dance to perform clearly and fluently.
- To develop different ways of using the body to show expression, rhythm and the energy of the dance
- To perform the dance clearly and fluently using contrasting dynamic qualities
- To observe and evaluate themselves and others dancing



Learning Outcomes?

- To perform with an awareness of other people around you.
- To perform with clear dynamics and precise footwork
- To demonstrate an understanding of descriptive words when talking about dance.

Expectations...



By the end of the dance **MOST** children will be able to:-

- Perform with expression and improvise freely using a range of continual movements and patterns
- Work collaboratively in pairs and small groups to communicate a dance idea

Remember and perform complete dances

- Warm-up and cool-down independently

Vocabulary:



In this unit pupils will have the opportunity to use a range of words and phrases such as:

- Big Apple vocabulary:

Lindy Hop, Stroll, Line Dance, African American, Jazz movement, Tap dance, Charleston, Improvisation and musicality.

- Composition/features:

Pattern, musical phrases, dance structure

Health and Safety:



- Do pupils have appropriate footwear on e.g. trainers/ dance shoes
- Is the space appropriate for energetic dance e.g. wooden floor vrs stone/concrete floor
- Are pupils wearing appropriate and comfortable clothing
- Have pupils been appropriately warmed up and cooled down

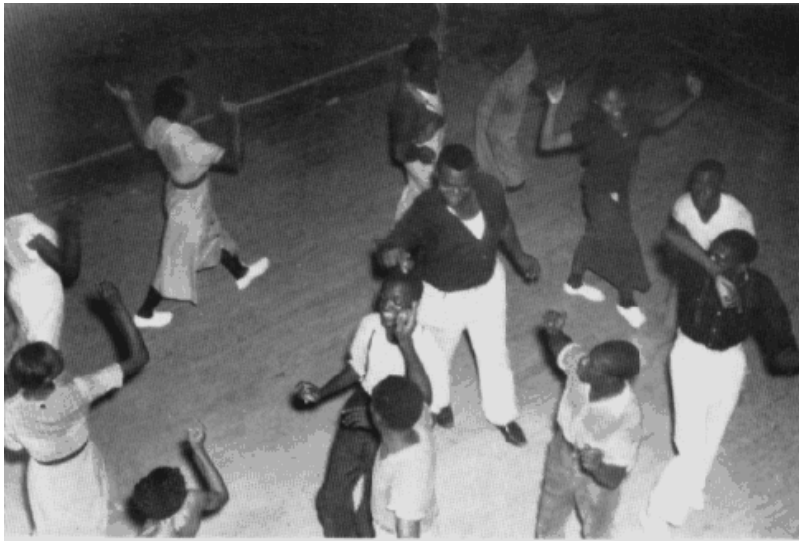
WHAT IS THE BIG APPLE?

The Big Apple is both partner dance and line dance originated in the African-American community of the United States of the beginning of the 20th century.

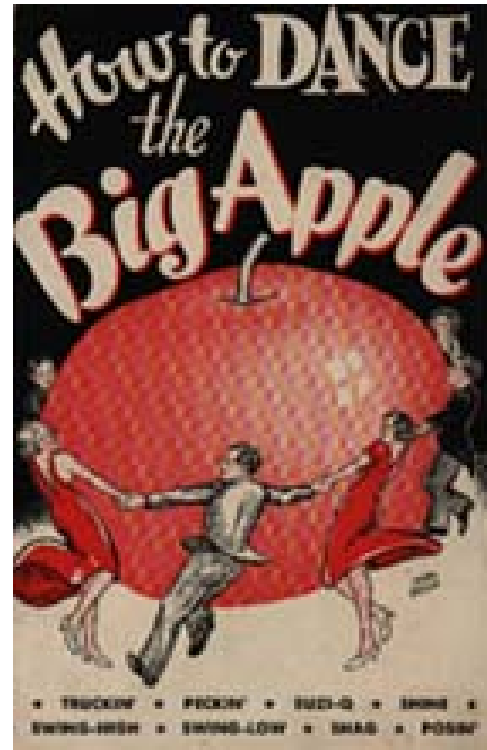
Despite its name the Big Apple did not actually originate in New York. It evolved and first became recognized as a dance form in South Carolina. It seems most likely to have formed in the early 1930's with the dance slowly gaining popularity and spreading into other areas of South Carolina through to the mid 1930's. At that time of racial segregation the dance evolved solely in the African American community. However, as with many dances of the era it was soon picked up by the white community and quickly gained popularity and became more widespread as a result.

The racial segregation of the time meant there was no mixing of races (particularly in the deep South). The main floor and dance area were only for African-Americans with the whites confined to watching from a mezzanine above. They were inspired by watching the dancers doing lots of different Jazz steps and improvisations on the floor below them. They recognized some of the steps as coming from other dances they already knew such as the Charleston, Black Bottom, and the original 8-count Collegiate Shag.

They came away with the idea of a dance made up of individual jazz steps, performed in a circle, as called by a leader. The dance was an instantaneous hit in the white community with people coming to South Carolina from all over the country to see the new Big Apple dance they'd heard about.



The Biggest Apple



Pictures of the Big Apple performed as a circle dance. The first one may have been taken as dancers were performing it. The second one is a poster promoting what became a dance craze of the 1930s amongst the white community.



© L. L. LAMSON 1930 Drawing by Ben-Hur Baz

for Winter in Brown or Green
of the jacket costume and double-breasted coat

THE jacket costume is still along the crest of fashion this fall and its newest version includes a one-piece dress with the appearance of a blouse and skirt. Soft brown woolen tricot is dark brown baby lamb is combined with pale pink woolen as the attractive example shown on this page. The slightly fitted waistline, the double-breasted closing, the almost straight skirt line and the clear bright green of this trend coat mark it as the best of the 1931 fall mode. An unusual collar of mink fur is made like a hood which covers over and tucks under the coat which has cuffs of mink.



Drawing by Ben-Hur Baz CLOTHES FROM DITZ, BAKER AND FULLER COMPANY

Nation-wide Fashions: St. Louis
Fall Coats Are Almost Straight

IF YOU study this picture carefully you will see that it tells a story about autumn fashions. It tells, first, that the newest suit from Paris has a transparent coat with beige fur and bell-shaped sleeves, that a wool trim gives character to the coat and that brown suede makes smart shoes and a bag. Next this picture shows that the formal coat is fitted a little at the waistline and scarcely flared at the hem, that blue fur makes attractive sleeve cuffs and that velvet appears in a formal hat. And finally it shows that the sports coat favors straight lines with roomy sleeves and a wide belt, that camel hair is still popular and that a dirty but tilted well-to-do suit seems new and smart in fall.

How the kids dressed in the Savoy Ballroom and the more sophisticated middle class fashions of the 30s

BIG APPLE STEPS

The Big Apple as taught is danced in a circle, Boy, girl boy girl etc. All steps are 8 count, however you start counting from 8,1,2,3,4,5,6,7, next step starts on 8 etc.

■ STOMP PUSH

- Right hand in the air, left hand on stomach
- Stomp forward with right leg and drag back
- Do this 4 times

■ FROG JUMP

- Jump off the ground like a frog and travel forward whilst doing so
- Clap whilst jumping and pose hands when you land in a “stick up” position.

■ GRAPEVINE

- Cross back on left, stride with right and cross over with left and lunge with weight on right.
- Do these steps travelling out of the circle and turning so that your left side is pointing directly into the circle.

■ ROCK THE CRADLE

- Rock with your elbows pointing out like your rocking a baby and click your fingers.
- Rock up towards the center of the circle and rock down towards the outside of the circle. Do this 4 times within 1 count of 8 beats.

BIG APPLE STEPS

BOOGIE FORWARD

- Draw a semi-circle with your left foot then right, left and then right travelling into the center of the circle.
- Each step starts from forward roll the hip, which then moves to the side and settles back as the step with the other foot begins
- Wave your hands in the air left and right in coordination with your feet.
- Do this 4 times ie one count of 8 beats

BOOGIE BACK

- Lean forward and bend knees
- Kick ball change on right travelling backwards
- Clap at the same time on the 1, 3, 5, 7
- Do this 4 times ie one count of 8 beats

POSSIBLE DANCE FRAMEWORK

- Pupils decide on an opening and closing for the Big Apple dance.
- Use visual stimuli to develop own formations/dance steps using: Pivots/ turns, Kicks, steps leading with the heels, jumps
- Help pupils to develop their knowledge of compositional skills by structuring a core task which asks for specific responses to the material explored which results in a class/ group performance.
- Lead the pupils in an exploration of actions, gestures and body shapes that suit the Jazz steps style. Help pupils to identify and make clear the dynamics of the dance.



Other resources to help you

■ Visual stimuli- BIG APPLE clips

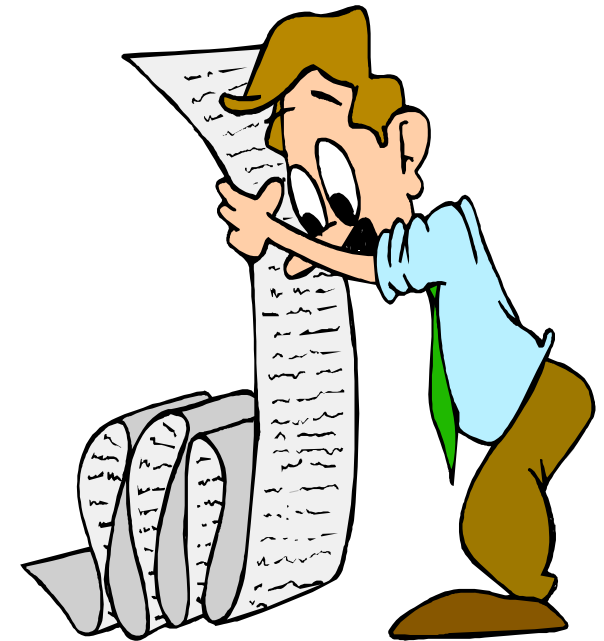
- “You tube” search and for the Big apple dance, particularly those performed by Whiteys Lindy hoppers, the original recording from the 30s in black and white!
- <http://www.youtube.com/watch?v=jMkKet8qLqE>

■ Audio stimuli

- Soloman Douglas Quintet – Big Apple Contest music
- Flying Home – Lionel Hampton.

■ Photographs/context and history

- www.Jiveswing.com
www.savoystyle.com
www.savoyballroom.com



Extension links

- Introduce the differences between African music and European music and the coming together to form Jazz/ swing music.
- Introduce historical context, i.e. the social environment leading up to WW2
- The arrival of the GI's from the USA during the 40s and the influence of American culture in British society
- Compare and contrast with dances from other cultures.
- Fashion styles during the 30s and 40s

