



SYNCOPATED LADIES: LIVE!

EDUCATOR GUIDE

CHLOÉ ARNOLD'S

SYNCOPATED LADIES

LIVE!



Charline & Red McCombs
ARTS EDUCATION FUND
The Tobin Center

Educator Guide
Created by: Dr. Kimberly Stephenson

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CHLOÉ ARNOLD'S SYNCOATED LADIES

Title: Syncopated Ladies: LIVE!

Date / Time: 09.18.2026 10:00 AM and 12:00 PM

Target Grade Levels / Subjects: 2-5, MS HS Dance, Music Appreciation

Run Time: approximately one hour

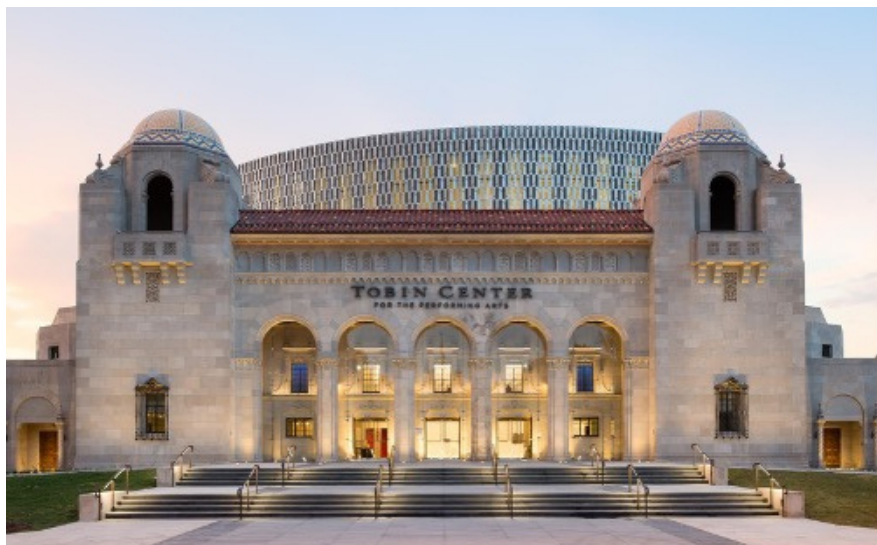
Location:

Tobin Center for the Performing Arts

100 Auditorium Circle

San Antonio, TX 78205

www.tobincenter.org



Welcome to the Show!



Dear Audience:

Welcome!

We are so excited to have you join us for Syncopated Ladies Live! This production is an electrifying celebration of rhythm, artistry, and pure joy. Today's performance brings together powerful storytelling, incredible musicianship, and high-energy tap dance that will have you listening as much as you're watching.

As you enjoy the show, we invite you to notice the sounds, patterns, and personalities on stage, and how each moment is part of a larger story told through movement and music. Whether this is your first live performance or one of many, we hope you leave inspired, energized, and maybe even tapping your own toes.

Thank you for being here and supporting the arts. Enjoy the show!

Sincerely:

Dr. Kimberly Stephenson

Director of Education

Tobin Center for the Performing Arts



CHLOÉ ARNOLD'S SYNCOPATED LADIES LIVE!



About Syncopated Ladies

Syncopated Ladies is a world-renowned, all-female tap dance company created by Emmy-nominated choreographer Chloé Arnold. Known for their powerful, precise footwork and bold performance style, the group blends traditional tap with contemporary music including pop, hip-hop, and Latin influences. Their performances combine rhythm, storytelling, and theatrical flair, creating an experience that feels both like a concert and a dance production.

The company gained international recognition after viral videos and collaborations with major artists, including Beyoncé, brought their work to a global audience. Today Syncopated Ladies tours nationally and internationally, inspiring audiences with performances that highlight artistry, discipline, and collaboration. Their work also focuses on representation and expanding opportunities for women in tap dance.

<https://www.syncopatedladies.com/>

Syncopated Ladies. (n.d.). Syncopated Ladies. <https://www.syncopatedladies.com/>

About the Creator: Chloé Arnold



Chloé Arnold is an Emmy-nominated choreographer, dancer, and director, and one of today's leading voices in tap dance. She began dancing at a young age and trained with some of the most respected tap artists in the world. Over time, she developed her own style that blends classic tap technique with modern music and storytelling.

Arnold founded Syncopated Ladies to create more opportunities for women in tap and to bring the art form to new audiences. Her work has been featured on television, in films, and on major stages around the world. Through her choreography and leadership, she continues to push tap dance forward while honoring its rich history.

<https://www.chloearnold.com/>

Arnold, C. (n.d.). Chloé Arnold. <https://www.chloearnold.com/>

Before the Performance (Pre-Show Questions)

1. What do you think tap dance will sound like? What kinds of rhythms do you expect to hear?
2. How might dancers use their feet to create music?
3. What kinds of stories can be told without words?
4. What do you already know about tap dance or its history?
5. How do you think music like hip-hop or rock might change the style of tap dancing?
6. What skills do you think dancers need to perform at a high level?
7. What are you most excited or curious to see in this performance?

After the Performance (Post-Show Questions)

1. What moments stood out to you the most? Why?
2. How did the dancers use rhythm to communicate or tell a story?
3. What patterns or repeated movements did you notice?
4. How did the music influence the style or mood of the dance?
5. What themes or messages did you take away from the performance?
6. How did the dancers work together as a group?
7. What surprised you about tap dance after watching the show?
8. If you could describe the performance in three words, what would they be?
9. How did the performance make you feel?
10. What questions do you still have after seeing the show?

What is Tap Dance?

Tap dance is a form of percussive dance where the dancer uses their feet as an instrument. Wearing shoes fitted with metal taps, dancers create rhythmic patterns, sounds, and beats that both accompany and become part of the music. Tap combines movement, timing, coordination, and musicality, turning dance into something you can both see and hear.

A Brief History of Tap Dance

Tap dance is a uniquely American art form that developed through the blending of cultures. It grew from the meeting of West African rhythmic traditions (which emphasized complex, grounded rhythms) and European step dances, particularly Irish and British styles.

In the 1700s and 1800s, these influences came together in the United States, especially in the South and later in urban centers. Over time, tap evolved on stages, in social dances, and in popular entertainment, becoming a powerful form of artistic expression.

Tap dance is more than performance... It is a living art form shaped by history, culture, and innovation.



The Little Colonel Bill ("Bojangles") Robinson and Shirley Temple (1935)

<https://www.britannica.com/art/tap-dance>



Swing Time Fred Astaire and Ginger Rogers (1936)



A Chorus Line at the London Palladium in 2013

Tap Dance Timeline

1700s-1800s

- African and Irish dance traditions begin to merge in the U.S.
- Early forms of percussive dance develop in informal and community settings

Mid-Late 1800s

- Tap gains popularity through minstrel shows (an important but complex and problematic part of history)
- Early recognizable tap styles begin to form

Early 1900s (Vaudeville Era)

- Tap becomes a major feature of vaudeville performances
- Dancers develop signature styles and techniques

1920s-1930s (Harlem Renaissance & Jazz Age)

- Tap thrives in clubs and theaters
- Legendary artists like Bill “Bojangles” Robinson rise to prominence
- Tap becomes closely tied to jazz music

1930s-1950s (Film & Broadway Golden Age)

- Tap stars appear in Hollywood films and Broadway shows
- Famous performers include the Nicholas Brothers, Gene Kelly, and Fred Astaire

1960s–1980s

- Tap declines in mainstream popularity but continues to evolve in smaller communities
- Artists preserve and innovate the form

1990s (Global Dance Spotlight)

- Shows like Riverdance bring international attention to percussive step dancing
- Irish step dance gains worldwide popularity, highlighting shared rhythmic roots with tap

1980s–Present (Revival & Innovation)

- Tap experiences a resurgence with artists like Savion Glover
- Contemporary companies, like Syncopated Ladies, blend traditional tap with modern music and storytelling
- Tap continues to grow globally, connecting past traditions with present-day creativity



Eleanor Powell: The Queen of Tap Dance

<https://www.theative.co.uk/post/the-golden-age-of-tap-danceclassesinstreatham>

Anatomy of a Tap Shoe

Tap shoes are specially engineered to turn a dancer's foot into a musical instrument. Each part of the shoe plays an important role in creating sound, control, and movement.

Toe Tap

- Metal plate attached to the front of the shoe
- Creates sounds when the dancer strikes the floor with the front of the foot

Heel Tap

- Metal plate attached to the heel
- Produces deeper, stronger sounds

Sole

- The bottom of the shoe
- Usually made of leather or hard material to support clear sound and smooth movement

Upper

- The top part of the shoe (covers the foot)
- Made of leather or synthetic material for support and durability

Laces or Straps

- Hold the shoe securely on the foot
- Help with stability and control

Screws

- Attach the metal taps to the shoe

Why It Matters

Each part of a tap shoe is designed for sound and function:

- Metal taps create clear, strong rhythms
- The sole and structure support movement and balance
- Adjustable parts allow dancers to control how they sound



Did You Know?

- Tap dance is considered a uniquely American art form.
- Tap dance began from a mix of African rhythms and Irish step dancing.
- Tap dancers are both dancers and musicians... their feet create the music!
- The metal pieces on tap shoes are called taps and can be adjusted to change the sound.
- Tap dancers often use improvisation, making up rhythms on the spot.
- Syncopation means tapping on unexpected beats and it makes rhythms more exciting.
- Famous tap dancer Bill “Bojangles” Robinson helped bring tap to Broadway and film.
- Tap was a major part of early Hollywood musicals.
- Shows like Riverdance helped bring global attention to rhythm-based dance styles.
- Tap dancers use math skills like counting and patterns while performing.
- The floor matters! Different surfaces can make tap sounds louder or softer.
- The Nicholas Brothers were famous for combining tap with incredible jumps and acrobatics.
- Large group routines often use unison, where dancers perform the exact same rhythms together.
- Some performances feature call-and-response, where one dancer creates a rhythm and another answer it.
- A tap video by the Syncopated Ladies went viral and caught Beyoncé’s attention, leading to collaborations and worldwide recognition.
- Groups like Syncopated Ladies are helping bring tap to new audiences today.

How to Talk About Tap Dancing (BEST Method)

Tap dance is something you can see, hear, and describe, and strong observations use details, not just opinions!

Don't Take the Easy Way!

Instead of saying: "It was good." Be specific!

What made it good? What did you notice? What did you hear or see?

Try:

- "It was exciting when..."
- "I liked it because..."

Use **BEST** to describe what you see and hear in tap dance:

B = Body

What are the dancers doing with their bodies?

- What parts of the body are moving? (feet, arms, head)
- Are the movements sharp or smooth?
- Are they dancing alone or together?

Example: "I noticed their feet were moving very fast while their upper bodies stayed still."

E = Energy

How does the movement feel?

- Is the energy strong or light?
- Is it fast or slow?
- Does it feel powerful, playful, or calm?

Example: "The dancers used strong force when they stomped and lighter energy when they shuffle stepped."

S = Space

How do the dancers use the stage?

- Are they close together or spread out?
- Do they change formations?
- Are they moving in lines, groups, or solos?

Example: “They started in a line, then spread out across the stage.”

T = Time

How does the movement connect to music?

- Is the tempo fast or slow?
- Are the dancers on the beat?
- Do you hear patterns or rhythms repeating?

Example: “They moved in perfect timing with the beat and repeated the same rhythm.”

BEST

Tap Dance Vocabulary

Basics

- Tap Shoes – shoes with metal plates on the toe and heel used to create sound
- Percussive Dance – a dance style where movement creates rhythmic sound
- Rhythm – a pattern of sounds
- Tempo – the speed of the music or movement
- Beat – the steady pulse in music, it can go faster or slower but stays steady and even

Technique & Movement

- Shuffle – a brushing movement of the foot forward and back (does not change weight)
- Flap – a brush followed by a step “Fuh-LAP!” (changes weight by stepping down)
- Ball Change – a quick transfer of weight from one foot to the other
- Heel – striking the floor with the heel of the foot
- Toe – striking the floor with the front of the foot
- Stamp – a strong step that transfers weight
- Stomp – a strong step that does not transfer weight

Musicality & Performance

- Syncopation – accenting off-beats or unexpected rhythms
- Improvisation – creating rhythms or steps spontaneously
- Timing – performing movements in sync with the beat
- Dynamics – variations in loudness or intensity of sound
- Phrasing – grouping movements to match musical structure
- The Drop – a moment in music when the sound builds up and then suddenly changes, often becoming louder, fuller, or more intense and creating a powerful, exciting impact.

Performance Elements

- Choreography – a planned sequence of movement
- Formation – arrangement of dancers on the stage
- Unison – dancers performing the same movement together
- Solo – one dancer performing alone
- Ensemble – group of performers dancing together
- Contagion – the spread of a movement from one dancer to another, or to the audience (think of “the wave” at concert)

Style & Expression

- Groove – the feel or flow of the rhythm
- Articulation – clarity and precision of sounds
- Style – the unique way a dancer performs movement
- Expression – communicating emotion or ideas through dance

Curriculum Connections:

Tap Dance Lab: Investigating Sound & Force

Science Connection: Tap Dance & Cause and Effect (Grade 2)

TEKS Alignment:

2.6(A) identify and demonstrate how forces cause change (push, pull, motion)

2.6(C) demonstrate and explain how sound is produced by vibrating matter

Objective:

The student will identify and demonstrate how forces (pushes and pulls) create sound (vibrations) by observing and producing different tap dance movements and describing the cause and effect relationships.

Lesson:

In tap dance, every sound has a cause and an effect, and those causes come from forces like pushes and pulls.

- Cause: A dancer pushes their foot into the floor or pulls it across the surface
- Effect: The floor vibrates and creates sound

While watching the performance, students can identify:

- When a dancer moves harder (force), the sound is louder
- When a dancer moves faster (motion), the rhythm is quicker
- How a dancer pushes, pulls, or moves their foot across the floor changes how the sound is created

Tap Movement & Sound Connections

Different tap steps use different forces and create different sounds:

- Standing still = no push or pull = no sound
- Heel: strong push into the floor = low, heavy sound
- Toe: light push = softer, higher sound
- Shuffle: push forward + pull back (brush) = swishing sound
- Flap : brush (pull) + step (push) = two quick sounds (“Fuh-LAP!”)
- Stamp: strong push + changing weight to the other foot = loud, full sound
- Stomp: strong push with NO weight transfer = loud, sharp sound
- Jumping and landing: push off with both feet + gravity pulling down + landing on both feet = very loud, heavy sound

Examples of Push in Tap Dance

- Pushing the foot **down into the floor** to make a tap sound
- Pushing the heel **into the ground** to create a strong, low sound
- Pushing off the floor to **jump or hop**
- Pushing the foot **forward across the floor** during a shuffle
- Pushing weight **onto one foot** when stepping or stamping
- Pushing harder into the floor to make a **louder sound**

Activity: Tap Dance Lab

“Let’s explore the tap dance sounds of pushes and pulls!”

Try making these motions from “Tap Movement & Sound Connections” and describe the sounds heard.

- Which movement made the loudest sound?
- What kind of force did you use?
- How did gravity change the sound when you landed?

Key Vocabulary

Cause • Effect • Force • Push • Pull • Motion • Gravity • Vibration • Sound

Big Idea

Tap dancers use pushes, pulls, and gravity (forces) to create vibrations and those vibrations become the sounds we hear.

Tap Dance Science Worksheet: Sound & Forces

Name: _____ Date: _____

Part 1: Observe the Sounds

Listen and/or try each movement.

Think Like a Scientist

Fill in the cause and effect:

- When I **push harder**, the sound becomes

- When I **move faster**, the sound becomes

- When I **use more body weight**, the sound becomes

- When I **move slower**, the sound becomes

Push or Pull?

Circle the force used:

- | | | | |
|-------------------------|------|------|------|
| • Sliding foot forward | Push | Pull | Both |
| • Sliding foot backward | Push | Pull | Both |
| • Shuffle | Push | Pull | Both |
| • Lifting foot off the | Push | Pull | Both |
| • Stepping down | Push | Pull | Both |
| • Jumping | Push | Pull | Both |
| • Flap | Push | Pull | Both |

Draw & Explain

Science + Dance = Learning you can hear!

Draw one tap movement and explain the cause and effect.



Explain:

Cause: _____

Effect: _____

Built for the Beat: Tap Dance Engineering

Engineering Connection: Tap Dance & Design (Grade 3)

TEKS Alignment:

3.5(A) use scientific practices to plan and conduct simple investigations

3.5(B) collect and record data by observing and measuring

3.5(C) demonstrate that tools and materials can be designed to solve problems

Objective:

The student will investigate how different materials affect sound and design a solution (tap shoe) that produces clear, strong sound, using observations to explain why certain materials work best.

Lesson:

Built for the Beat! How Tap Shoes are Designed for Sound

Tap dancers rely on engineering design to create clear, strong sounds.

Their tap shoes are specially designed tools:

- Metal plates (taps) are attached to the toe and heel
- The material helps make sounds louder and clearer
- The shoe must be strong, balanced, and comfortable

Engineering in Action

Why are tap shoes made of metal instead of rubber, plastic, or fabric?

Engineers (and dancers!) think about:

- Materials: What makes the best sound? (metal vs. rubber)
- Design: Where should the taps go on the shoe?
- Function: How does the shoe help create rhythm and sound?

Students can investigate how different materials affect sound:

- Metal – loud, clear, sharp sound
- Wood – softer, dull sound
- Rubber – very quiet, muffled sound
- Fabric – little to no sound

Dancers learn:

- How different steps create different sounds
- How the shoes help make the sounds louder and clearer
- How their “tools” (shoes and floor) combine with dance patterns to create the performance

Mini Engineering Challenge

Design Your Own Tap Shoe!

Ask students to think like engineers:

- What material would you use for the bottom?
- Where would you place the taps?
- How would you make the sound louder or softer?



Test the Materials!

Have students tap different materials on a hard surface:

- Spoon (metal) (like the tap shoe)
- Wooden block or pencil (like a clog shoe)
- Eraser (rubber) (dance sneakers, ballroom shoes)
- Cloth or paper (like a ballet slipper or pointe shoe)

Students observe and record:

- Which material is loudest?
- Which is clearest?
- Which makes the best tap sound? (Think “Tap Shoe”)

Students reflect

- What problem do tap shoes solve?
- How does the design help the dancer?
- What happens when the taps are made of a different material?

Students can draw their shoe and identify their chosen material and where they would place the taps. If they wish, students can give their brand new shoe a name!

Discussion Questions:

How does changing the material of the tap (metal, wood, rubber) affect both the sound quality and the dancer’s ability to perform? Explain your thinking.

If you were an engineer trying to improve tap shoes, what changes would you make to the design or materials? How would those changes improve the performance? Would this be a completely new kind of tap dance?

The Power of the Pivot: Exploring Levers in Dance

Physics Connection: Tap Dance & Levers (Grade 4)

TEKS Alignment:

4.6(A) Identify and describe simple machines, including levers

4.6(B) identify and explain how simple machines change the amount of force needed

Objective:

The student will identify and model how the foot functions as a lever system by analyzing fulcrum, effort, and load in tap dance movements and explaining how these affect force and motion.

Lesson Focus: Levers & Fulcrums

Your foot works like a lever when you tap dance!

A lever is a simple machine that helps move or lift something. It has three parts:

- Fulcrum – the point the lever pivots on
- Effort – the force you apply
- Load – what is being moved

Tap dancers use their bodies as lever systems, adjusting fulcrum, effort, and load to control force, sound, and movement with precision.

Tap Dance as a Lever System

When a dancer moves their foot:

- The ball of the foot or heel can act as the fulcrum
- The leg muscles (and gravity) provide the effort
- The rest of the foot or body weight is the load

Examples in Tap Dance

- Heel drop
 - Fulcrum: ball of the foot

- Effort: leg pushing down
- Load: heel striking the floor
- **Toe tap**
 - Fulcrum: heel
 - Effort: lifting the front of the foot
 - Load: toe tap hitting the floor
- **Stamp**
 - Fulcrum: ankle joint
 - Effort: leg pushing downward
 - Load: body weight hitting the floor
- **Jump**
 - Fulcrum: ankle and knee joints
 - Effort: leg pushing upward (gravity as force pulling back down)
 - Load: body weight as feet hit the floor

Types of Levers in the Body

The human body uses different types of levers. We categorize these because they describe exactly how will affect the force or motion.

- First-Class Lever - fulcrum in the middle
 - changing the direction of or increasing force
 - examples: scissors or a seesaw
- Second-Class Lever- load in the middle
 - Always increases force (such as lifting with less effort)
 - Examples: a wheelbarrow or a nutcracker
- Third-Class Lever - effort in the middle (the most common in the body)
 - Increases speed or range of motion
 - Examples: tweezers or a fishing rod

Tap Dance as a Lever System

1. Heel Drop (First-Class Lever)

- Fulcrum: Ball of the foot
- Effort: Leg muscles lifting and releasing
- Load: Heel striking the floor
- The foot rocks like a seesaw

2. Rising onto Toes (Second-Class Lever)

- Fulcrum: Toes
- Load: Body weight
- Effort: Calf muscles lifting the heel
- Like a wheelbarrow, lifting the body efficiently

3. Toe Tap or Kick (Third-Class Lever)

- Fulcrum: Ankle joint
- Effort: Muscles in the leg
- Load: Foot moving forward
- Allows for speed and precision, but requires more effort

Why This Matters in Tap Dance

Dancers are constantly adjusting:

- Where the fulcrum is (heel vs. toe)
- How much force (effort) they use
- How quickly they move the load

This affects:

- Sound quality (loud vs. soft)
- Speed of movement
- Balance and control

Observe

While watching the performance, think about:

- How dancers shift weight to different parts of the foot
- How small movements create big sounds
- How balance and control affect the lever motion

Mini Activity

Test the Lever System

Ask:

- Where is the fulcrum?
- What is providing the effort?
- What part is the load?

Try:

1. Stand flat on both feet
2. Lift your heels (pivot on toes)
3. Rock back and lift your toes (pivot on heels)
4. Try a quick toe tap vs. a strong stamp

Record:

- Which movement felt easier?
- Which produced the loudest sound?
- Which required more effort?

Think Like a Scientist

- Which movement takes more effort: heel lift or toe lift? Why?
- How does using a lever (your foot) help make movement easier?
- How does changing the fulcrum (toe vs. heel) change the sound?

Deeper Thinking

- Why does a heel drop create a stronger sound than a toe tap?
- How does changing the fulcrum affect the amount of effort needed?
- Why might dancers use different lever types for different choreography?

Breaking the Beat: From Fractions to Choreography

Math Connection: Fractions and Choreography (Grade 5)

In both math and dance, parts must add up to a whole. Choreography is a living equation: you can see it, hear it, and perform it.

TEKS Alignment

- 5.3(A) represent and solve addition and subtraction of fractions
- 5.3(K) represent problems using equations with variables
- 5.1(A) apply mathematics to problems arising in everyday life
- 5.1(C) select tools and techniques (models, diagrams, symbols)

Objective

Students will:

- Represent fractions as parts of a whole using rhythm
- Create and solve fraction equations that equal one measure (4 beats)
- Design and combine rhythmic patterns into a multi-measure sequence
- Embody their mathematical patterns through movement

Part 1: Understanding the Whole

In tap dance, one measure can have 4 beats.

That is our whole (1). 4 beats = 1 whole

Break it down:

- 1 beat = 1
- $\frac{1}{2}$ beat = two sounds in one beat
- $\frac{1}{4}$ beat = four sounds in one beat
- $\frac{1}{8}$ beat = eight sounds in one beat

Part 2: Practice with Fraction Patterns

Pattern:

- Step (1)
- Stomp (1)
- Shuffle ($\frac{1}{2} + \frac{1}{2}$)
- Step (1)

Equation: $1 + 1 + \frac{1}{2} + \frac{1}{2} + 1 = 4$

Now try...

Pattern:

- Step (1)
- Stomp (1)
- Shuffle ($\frac{1}{2} + \frac{1}{2}$)

Equation: $1 + 1 + \frac{1}{2} + \frac{1}{2} = 3$

Ask:

- How many beats total?
- How many more beats to make a full measure (4)?
- How could we fill that fourth beat?(step, stomp, shuffle)

Part 3: Build One Full Measure

Each student creates a pattern that equals 4 beats (1 whole), then writes the equation.

Examples:

- | | |
|--------------------------------|---|
| • Stomp shuffle step step | $1 + \frac{1}{2} + 1 + 1 = 4$ |
| • Shuffle shuffle step stomp | $\frac{1}{2} + \frac{1}{2} + 1 + 1 = 4$ |
| • Shuffle shuffle shuffle step | $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + 1 = 4$ |

NOTE: This works well when written on 3/5 cards: pattern at the top with the equation below.

EX: Stomp shuffle step 1 + $\frac{1}{2}$ + 1 + 1 = 4

Have students read their pattern aloud to a steady beat. (The teacher can clap this, tap it on a desk, or play a recording of a steady beat.)

Part 4: Don't stop at one!

- Build a second measure to go with your first. (Remember: write down both the pattern and the matching equation.)

Part 5: Transition to Choreography

You are now choreographers. Your math pattern becomes a movement pattern!

Perform the simple movements to the steady beat or to a beat track.

Students:

- Practice their pattern with the steady beat
- Repeat until they can perform it evenly
- Extensions:
 - perform the pattern to a beat track
 - perform the movement while speaking the equation
 - change movements to others that have the same pattern of sound
 - ex: jump, slide, and pose each = 1
 - ex: ball-change and flap (“fuh-LAP”) each = $\frac{1}{2}$

Part 6: Don't stop at one!

Students will create a sequence of 4 different measures, each totaling four beats – OR – join with three other students to combine their measures into four beat patterns.

Step 1: Write (or Combine) Patterns

Each measure must:

- Equal 4 beats
- Use a combination of 1 and $\frac{1}{2}$

Step 2: Students combine all four measures into one sequence:

Measure 1 + Measure 2 + Measure 3 + Measure 4

Each student must participate in the movement.

Step 3: Students repeat their practice until they can perform the movements evenly.**Part 7: Perform (Embodiment)**

Teacher sets a steady beat (tap or play recording)

Encourage:

- Staying on beat
- Clear, consistent movement

Part 8: Reflection & Algebra Connection

Ask students:

- Write an equation for one of your measures using a variable:
- Example: $2 + (4 \times 1/2) = x$
- Solve: $x = 4$

Discussion:

- How do fractions help organize movement in tap dancing?
- What happens if your fractions don't equal 4?

Extensions (Optional):

- Group work: combine sequences
- Identify forms (A = shuffle step step stomp, B = step step step stomp, etc.)
- Create a "challenge pattern" for another student or group
- Record equations and post them for parents to view

OTHER CONNECTIONS:

Poetry Connections

Tap dance connects strongly to poetry through rhythm and structure:

- Rhythm = Beat in poetry
- Syllables = Steps in dance
- Repetition = Choreography patterns

Activities:

- Clap syllables like tap rhythms
- Turn a poem into a movement sequence
- Identify patterns in both poetry and dance

Writing Connections (ELAR)

Students can:

- Write a descriptive paragraph about a tap performance
- Create a rhythm poem using repeated patterns
- Reflect using “I noticed... I heard... I felt...”
 - Remember: BEST and “How to Talk About Tap Dancing”

Digital Resources

- Metronome Online – <https://www.metronomeonline.com>
(Free tool to keep a steady beat)
- YouTube – Tap Dance Examples
Search: “Syncopated Ladies performance” or “basic tap rhythms”
- Chrome Music Lab (Rhythm Tool) –
<https://musiclab.chromeexperiments.com/Rhythm/>
(Interactive way to build and hear patterns)
- Classroom Timer / Beat Apps (optional)
 - Pro Metronome (app)
 - Soundbrenner Metronome (app)
- Broadway World – Tap Videos
<https://www.broadwayworld.com/article/Celebrate-National-Tap-Dance-Day-With-Our-Favorite-Broadway-Tap-Numbers-20230525>



Literature Connections to Tap Dance

Picture Books (Elementary)

- *Rap a Tap Tap: Here's Bojangles—Think of That!* by Leo & Diane Dillon
Introduces Bill “Bojangles” Robinson and the joy of rhythm in everyday life.
- *Tap Dancing on the Roof: Sijo (Poems)* by Linda Sue Park
Explores rhythm and syllables. Great connection to beat, timing, and patterns.
- *A Dance Like Starlight* by Kristy Dempsey
Story of a young girl inspired by Janet Collins. Connections to dance and perseverance.

Upper Elementary / Middle Grade

- *Love That Dog* by Sharon Creech
A student discovers poetry through rhythm and personal expression. Very accessible and classroom-friendly.
- *Booked* by Kwame Alexander
Novel in verse with strong rhythm and pacing,. Great for connecting movement, language, and beat.
- *Dancing in the Wings* by Debbie Allen
Themes of confidence, perseverance, and finding your place in dance.

About the Tobin Center for the Performing Arts



An Incredibly Powerful Vision

Situated along the banks of the San Antonio River in the city’s heart, the historic Municipal Auditorium, with its original facade preserved, has been transformed into a world-class venue. This theatrical icon is once again the pride of the river and a shining beacon of creativity, fine art, and downtown development. There is no better place — anywhere — to see and hear a live performance.

The remarkable flexibility of the 1,738-seat H-E-B Performance Hall, with its distinctive “flat floor” capability, opens the door for performances and events of almost any sort. The acoustics in the Hall can be “tuned” to fit the performance and physical set-up of the hall. The sound insulation throughout The Tobin Center enables simultaneous use of the Performance Hall, the Studio Theater, and the 600-seat River Walk Plaza.

Audiences can see and hear performers and performances of every description at the Tobin Center for the Performing Arts, WHERE THE ARTS LIVE.

www.tobincenter.org

[Tobin Center Floor Flip Video](#)



Generation NEXT connects education and the arts, promoting creative classrooms and culturally relevant learning. We believe creative empowerment is central to a 21st century education.

Powerful Art. Powerful Education. Excellence in both.

Questions?

How to book a field trip or tour:

Visit the education page on our website to book directly: tobincenter.org/education

Support The Tobin Center

As a non-profit organization, The Tobin Center relies on generous donors and arts advocates like you to help us sustain and grow our diverse array of cultural, educational, and artistic experiences that ensure people of all ages and communities have access to the performing arts.

Donate directly on our site: tobincenter.org/donate

Office Hours

Monday - Friday
8:30 am - 5:00 pm

tobincenter.org

115 Auditorium Circle,
San Antonio, TX
78205

**Stay connected to the latest on
our socials!**



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