

# TAP and RAP MOVE and GROOVE



# DEDICATION

To my grandchildren, who love to move and groove: Ocean, Maggie, Emily, Elizabeth, Andrew, Logan, and the little one on the way



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# Lively FEET

Do your feet feel lively?  
It's time for some fun!

Marching feet  
keep a steady beat.

Twirling feet  
like to turn and spin.

Tiptoeing feet  
like to walk up high.

Hopping feet  
like to bounce around.

Sneaking feet  
are quiet as can be.

Sliding feet  
like to slip and swirl.



Jumping feet  
like to spring and leap.

Silly feet  
have toes that wiggle.

Prancing feet  
proudly point and strut.

Stomping feet  
like to clomp and tromp.

Galloping feet  
go *one-two-three, one-two-three*.

Tired feet  
like to stop and rest...

Until they're ready  
to start again!

# ON YOUR SPOT

Start on your spot.  
Stand very tall.

Bounce on your spot.  
March on your spot.

Sit on your spot.  
Spin on your spot.



Stand back up—  
Fast as you can.

Up on your tiptoes.  
Turn around.

Jump on your spot.  
Hop on your spot.

Balance on one foot.  
Breathe and hold.

Balance on the other.  
Breathe and hold.

Do a little dance.  
Now freeze on your spot!



Melt on your spot,  
Slowly, slowly.

Take a little rest,  
Right on your spot.



# Leading Creative Dance Chants WITH YOUNG CHILDREN

Following are a few simple steps that will make it easy to introduce and lead dance chants with young children.

## The Basics

- 1. Select a chant.** Read the chant to yourself and review the guidelines on the next pages for the chant you have chosen.
- 2. Read the chant aloud to children,** just as you would a new poem or story. Say each line, and ask children to repeat it.
- 3. Explain the basic structure.** For example, say, “We’re going to do an activity called ‘On Your Spot.’ We’ll each stand in one place and discover many ways we can move on one spot. I will say the words, and you can try the movements.” If the chant is one that children will say along with you, such as “Tappity Rap,” repeat the words with them several times before adding movements.
- 4. Add the movements that go with the words.** Try the activity slowly, then increase the speed as you and the children become more comfortable performing the words and movements together.
- 5. Repeat whenever you wish.** The digital content ([go.freepirit.com/2dance](http://go.freepirit.com/2dance)) offers ideas to vary, expand, and add music to the activities. Consider performing a favorite dance chant informally for friends and family.

## Tips for Smooth Dancing

Young children will gain the most benefit from movement activities when you establish clear boundaries. The following guidelines will help you lead each dance chant activity smoothly from start to finish.

**Spatial parameters.** Dance activities can take place in virtually any space. Large, unobstructed spaces (such as a gym, classroom, or outdoor area) work well for up to 10 children. If there are more, arrange them in smaller groups. Many of the chants can be done in small or partially obstructed spaces. If the movement stays on or near a home spot, each child can perform the chant in a small area.

**Cues.** For any dance activity, designate a cue that signals *stop*, so that you can immediately regain the group’s attention. Auditory cues include a tambourine, drum, short song, or rhythmic clapping. For visual cues, you might flick the lights, show a stop sign, or use a hand signal. After pausing, review the instructions and then resume the activity.



**Home spots.** At the beginning of every chant, assign a home spot for each child. Home spots might be vinyl dots, tape, or mats. Any time you need to rein in the energy, ask everyone to return to their home spots.



**Traffic flow.** To help children learn to move together in a large space, guide them to move in a specific direction. For example, during “Lively Feet,” have children go from their starting places toward the front of the room for the first prompt, marching. For the next prompt, twirling, ask them to cross the room in the other direction or move in a circle. Use this approach for all chants when children are moving freely together.

**Pauses.** Make sure to pause when the chant offers a movement prompt. During pauses, give children an opportunity to explore the prompt through movement. Once they have tried various actions, continue on.

**Alternating groups.** When you have more than 10 children and need to alternate them in dancing, it can be an opportunity for learning. Children will practice impulse control as they wait. They’ll watch the ways other children move, which might inspire new ideas. It is also an opportunity to learn to be a respectful audience member.

**A quiet finish.** Most of the dance chant activities include a way to bring children’s energy down to a quiet conclusion, to prepare everyone to transition to the next part of the day.

**Incorporating music.** The chants are designed to be used as their own accompaniment, with the words spoken while dancing. However, music and dance are natural partners, and music, drumming, or clapping a beat can all enhance the chants. Download the digital content about music to use.

## Guidelines for Leading Each Chant

**Lively Feet (page 2).** With everyone starting in home spots spread throughout the space, chant the first stanza and ask children to repeat it. Then allow them to respond to the words, moving together in a specific direction, such as across the space or around in a circle. Pause; repeat for each stanza.

**On Your Spot (page 4).** Children start and remain on home spots spread throughout the space. Chant in a 1-2 beat, pausing after each line for children to move.

**Gallop Down the Line (page 6).** Children stand side by side in two lines facing each other, a few feet apart. Chant the words together and clap as the first two children at the head of each line dance the movements and then gallop together down the center, taking their places at the ends of the lines. The next pair of children do the same. Continue until all children have had turns.

**Waving Rap (page 8).** Children perform the chant and movements while staying close to their starting places, standing either on home spots or in staggered lines of 4 or 5 children, facing front. For each “Step and clap” stanza, children step to one side while clapping, then to the other side, and then wave both hands.

**Thumbs Up (page 10).** Children stand in pairs facing each other or in groups in a loose circle. Chant and dance the first line of each stanza together with children. Call out the prompt in the second line, and have children respond with movement.

**Happy, Sad, Shy, Mad, Silly (page 12).** Say the words of each stanza slowly, giving children time to respond to each line. Each child stays close to their home spot while responding to the prompts. Allow a longer pause after the last line of every stanza.