

California Folk Dance Traditions Instruction Booklet and CD

How to use the Instruction Booklet

Hello, I'm so glad you have a copy of my booklet and CD. Here are some suggestions which should help you to make several lesson plans using this booklet. After you read my suggestions and look over the booklet, if you have questions regarding how the steps go or the timing, or music please call me, Deborah at 707 937 2133.

Read the back cover of the booklet to get an overview of the programs goals.

Read pg. 14; the top *Fandango* paragraph can be read to students; the Note is for you.

Read pg. 02; save clapping exercise for students or partner reading *(*see below*).

Page 15 is for working with listening skills; You can play one song a day or one for a few days then ask follow-up questions regarding that tune. Have the children talk about the music & the immigrants who may have introduced it to the dance repertoire of the community. Discuss the parts of the tune (pg 2) and the timing. Make up clapping exercises; refer to pg 2 for examples.

Follow-up questions should facilitate discussion of peoples and cultures of different lands. You can then go to a map and find those lands.

Timing; Next to each tune/dance there is a time signature. The top number is the actual count and the bottom number tells you the size of the note. (3/4 timing is a count of 3 - quarter notes to a measure) For our purposes we will just deal with the top number.

On page 15; I count a polka; 1, 2, 3, 4 however, the time

signature is 2/4 so it actually should be counted; 1, and, 2, and. Either way works

for the dance and music. If you're doing a clapping exercise for 2/4 polka, you could have half class clap; **1, and**, other half clap; **2, and**, or any combination you like. (**2/4: rest, 1; clap, and 2 and**) (**2/4: clap, 1; rest, and; clap, 2; clap, and**)

Listen to the tune and talk about the dance with students before trying it, if possible.

Assign a Caller for the dance and have a sub caller in each group if there are small groups as in the Bridge Dance. Sometimes I'll call the changes after the tune has gone through its AA, and BB part, instead of changing after the AA part, as there's not enough time to learn step changes and get them in the correct part of the tune (especially in El Coyote). Just call the change when a new part begins and don't worry about it.

Except for El Coyote, you can pick or assign partners before you get to the dance floor.

* **partner reading** = Reading this book with other teachers or students, so someone can read and the others can try the exercises or steps to music, then switch.