



2023 Collins, Gumboot and Stepping: Moving Across Cultures

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Goals: to help students develop a sense of excellence, connection to others, appreciation for other cultures, as well as to demonstrate movement and rhythmic skill in stepping.

Objectives:

1. The learner will analyze and identify music and movement elements present in historic dance styles.
2. The learner will perform body percussion sequences with a group.
3. The learner will create body percussion sequences with a group.
4. The learner will compare and contrast a South African and an African-American styles of body percussion.

Essential Question: How do timbre and sound translate to different cultures in history?

Materials: Large board with video access, video links, historical information about gumboot dance and stepping, analysis chart (follow the link below to the Google drive - in the article, in the Additional Resources)

1. Discussion of experience with stepping. Define and discuss timbre.
2. Body exploration with music. Stretch and tap various body parts. Ask for suggestions – mirror leader while exploring relationship and body parts: In front of, behind, over, beside, under, “butterfly”, etc.
[*https://www.youtube.com/watch?v=FehsWQJTDJM](https://www.youtube.com/watch?v=FehsWQJTDJM) (4-5 grades Track 2)
3. Define and review movements that represented body relationship.
4. Explore different percussive sounds one can make alone and with a partner. Solicit ideas. All explore and listen to changes in sounds. Describe differences in words.
5. Define timbre.

Gumboot Dance Procedures:

1. Observe the video(s) of gumboot dance. What do you notice? Discuss rhythms and movements seen. Body shapes and relationships, timbre, rhythms and other musical elements: unison, call and response.
Project Zulu South African School Boys <https://www.youtube.com/watch?v=uuSuKKFzaho>

and

A History of Gumboot <https://dancehistorygumbootdancing.weebly.com/narrative.html>

- Beginning gumboot step process: Begin by walking through shared space. Step in self-space, front-facing leader. Speak beats 1-4 aloud. When the leader calls number “1”, tap the outside of the opposite leg. When the number “2” is called, tap alternate legs once. When the number “3” is called, tap alternate legs once. When the number “4” is called, tap opposite legs individually four times. Add “Double -1”, “double-2”, etc.
2. Teach “Popcorn” body percussion (see video).
 - “Popcorn” process:
 - Teach the “chick-boom” pattern (clap-pat).
 - Speak poem as students maintain steady beat.
 - Ask how many times “feet” (2xs) was spoken. Step when this word is heard.
 - Add “chick-boom” with the word “popcorn”.
 - Add “pop” before popcorn (clap-clap-pat)
 - Pat laps for “love the rhythm of the”. Identify the 16th notes.
 - Add “pop-pop-pop” (snap) to the end.
 - Add “my” to feet. (stomp- pick-up)
 - Change pats to sides of legs, gumboot style.
 - Model “a tempo”.
 - Perform with and without words, directional changes
 - Add formation changes using visual images from power point
 3. Stepping history

Stepping is for everyone and produces **unity and strength, empowerment, expression, confidence, leadership, and team building**. A Brief History
<https://www.youtube.com/watch?v=DgSb6x1YuXE>
 Discussion of stepping – traditional body shapes and relationships, timbre, rhythms other musical elements: unison call and response
<https://www.youtube.com/watch?v=tLxKq0IaZs&list=PLgstScyZ87cgUqm7D92aOfGO0rb2yupvj&index=4&t=7s>
 4. Teach “Stepping”
 - “Stepping” process:
 - using the text “step, step, ba-da-boom-step-clap-clap-1-2-3-ba-da-boom-stomp-clap”.
 - Model “Ba-da-boom” first --- continue to add subsequent movements to complete the sequence in order ending with the pick-up “step-step”
 - Discuss timbre, rhythm, body relationship (over/ under/ beside/ in front)
 - Add upper body movements of attention and arm extension
 5. **Student Composition** - In groups, create an original step sequence using the learned patterns and/ or patterns of their own.
 6. **Stepping à la Keetman** Rhythmische Übung #69 Teach R.U. #69 with stepping body movement changes. Add a bass part, add student suggestions for a third layer on top. Divide into 3 groups and layer parts in.
 7. **Analyze** - Observe and analyze body percussion of other cultures using the chart in the power point is a model and should be used to inspire further investigation of body percussion in other cultures.

Always continue to research historical context of songs and cultures to ensure the content is culturally appropriate for the classroom or community performance.

Student Performance Videos–

High School Dem Raider Boyz <https://www.youtube.com/watch?v=vx2q3U2bmYc>

Elementary students pay homage

<https://www.youtube.com/watch?v=L9ET0Lj-zpI&list=PLgstScyZ87cgUqm7D92aOfGO0rb2yupvj&index=23>

Student Groups –

National Step League <https://www.nationalstepleague.org>

Kimberly's Gumboot and Stepping Playlist

<https://youtube.com/playlist?list=PLgstScyZ87cgUqm7D92aOfGO0rb2yupvj>

Stepping

Alternate left and right appropriately

by Kimberly Collins

♩ = 85

clap
pat
stomp

4

clap
pat
stomp

https://drive.google.com/file/d/17PCfmBB2IKuFm42x_66fSyr8Fd6JB9i1/view?usp=sharing

Popcorn

Composer: unknown

Arr: Kimberly Collins

♩=100

The musical score is written in 4/4 time with a tempo of 100 beats per minute. It consists of four staves: snap, clap, patch, and stomp. The lyrics are: "My feet love the rhy-thm of the corn pop - pop pop - pop-pop love the rhy-thm of the corn pop - pop pop corn".

What next? An Orff-Schulwerk teacher can modify familiar pieces or create their own version of stepping or gumboot dance to include elements found in these styles. Sixteenth notes, syncopation, tempo changes, rhythmic sequences, and homophony can provide a basis for student and teacher composition. Angular and linear body shapes change frequently causing the upper and lower body to often move in contrary motion, a skill for more advanced students. Next include changes in group formations, particularly using lines of different lengths and placements in space to create new and creative group shapes.

- change patches to boot slaps, creative claps, or chest pats;
- use angles and lines in the arms and legs;
- layer half, quarter, eighth, and sixteenth notes on various parts of the body.
- use pieces from Rhythmische Übung, perform using different body parts or add upper body/ lower body angular movements
- call a Greek stepping expert for assistance

Taking it to the classroom

- Practice the basics until you are confident enough to teach them
- Show videos and allow students time to create on their own
- Schedule time for students to work inside of class or outside
- Help each class to create their own call and step sequence to represent their own identity.
- Combine and layer sequences together
- Teach students to read the rhythms they play
- Share Analysis Chart and observe and compare other cultures using body percussion
- Collaborate with outside student step groups

Link to additional resources, articles, and videos:

https://drive.google.com/drive/folders/1pyFPTqMgXynhVJexBE4ENmfXGalA5a9c?usp=share_link