

“Teaching Tinikling”

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Definition

Tinikling is a traditional dance of the Philippines performed with two students tapping poles as a dancing student hops in and out of the poles. The dancing student represents the Tinikling bird as it steps from one rice paddy to another.

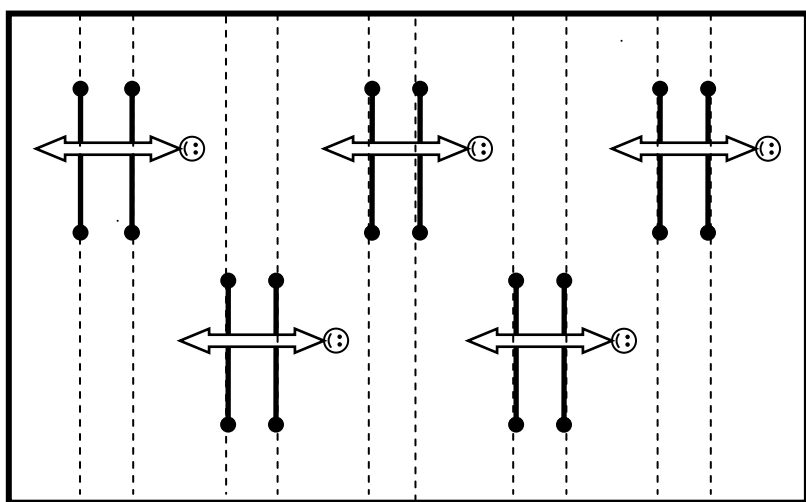
Teaching Progression

An effective progression to teaching Tinikling is the whole-part-whole method. First, show students the entire dance by watching a video or demonstrating to give them an understanding of what Tinikling is, and also state its history. Next, introduce skills using gym lines, progressing to jump bands and finally poles. This progression ensures student safety and proper skill acquisition. Use music with 3/4 beat to teach every part.

To assist visual learners use the whiteboard or have posters with a large font stating the teaching cues for the dancer, jumpers, and tappers movements.

Student Organization

Safety needs to be a priority in organizing students when teaching Tinikling. Use floor lines that are two feet apart and seven feet long for placement of each set of jump bands or poles. The lines are used for safety to keep the bands/poles parallel to each other when in use. Stagger each set of jump bands or poles and place them at least 10 feet away from another group or wall. This will eliminate the risk of students running into each other or the wall. Students performing the dancer steps can enter the jump bands or poles from either side but only one at a time. Equipment allocation should be two jump bands or two poles for every four students to provide ample practice time. Students should remain in the same group throughout the lesson.



Parts

There are two parts to performing Tinikling:

1. *Dancer*
2. *Jumpers* (using jump bands) or *Tappers* (using poles)

Music

Tinikling is performed to a $\frac{3}{4}$ beat. Play the music with the teacher clapping to the $\frac{3}{4}$ beat so students hear the common beat. Then have students clap along. Use traditional Philippines Tinikling music or contemporary music with a strong beat. If a $\frac{4}{4}$ beat is preferred, hold the third step for two counts. Still use music with a strong beat i.e. "We Will Rock You" by Queen.

1st Teach Dancer Steps

-Introduce the dancer's basic steps using lines on the ground that are parallel, two feet apart and seven feet long on the gym floor for each group of students. Use music with a $\frac{3}{4}$ beat to teach this part.

Define "In" and "Out":

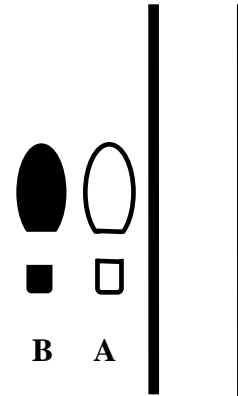
Before starting explain and demonstrate what "In" means—inside the lines and what "Out" means—outside the lines.

Starting position:

Stand on the side of a line with feet parallel to the line.

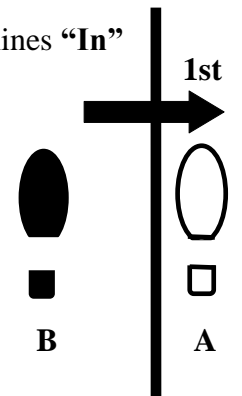
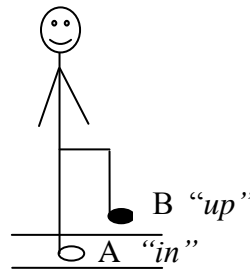
The white foot is labeled "A"

The black foot is labeled "B"



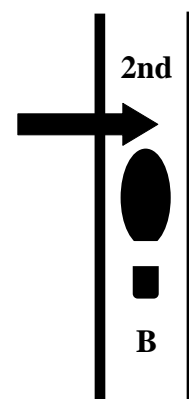
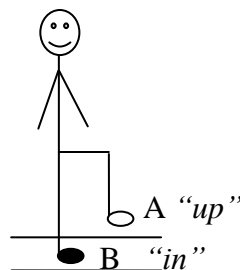
1st Beat:

The foot closest to the line "A" hops inside the lines "In" as "B" foot raises up.



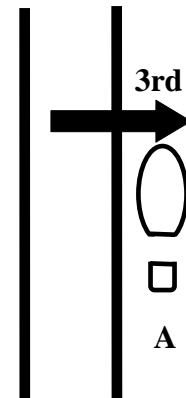
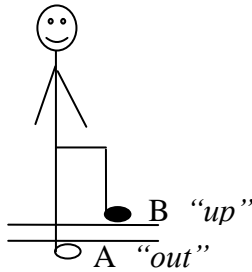
2nd Beat

The outside foot "B" hops inside the line "In" as "A" foot raises up.



3rd Beat

The “A” foot hops outside the far line “Out” as “B” foot raises up.



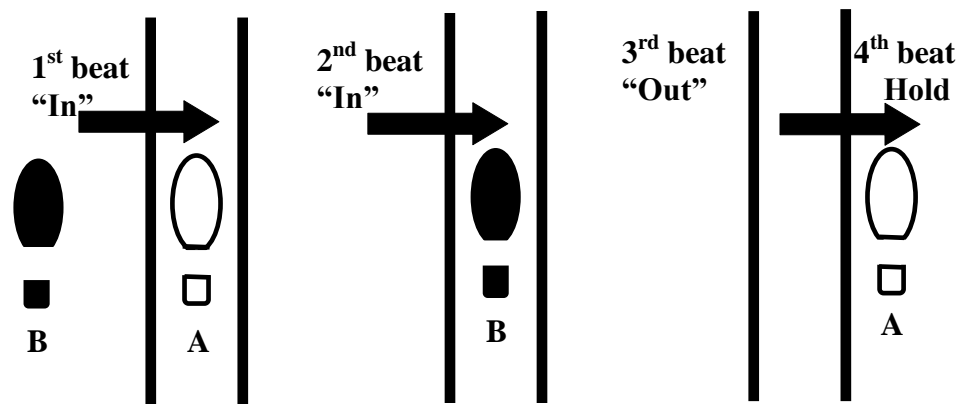
The teaching cues are “In, In, Out”

-Since there are only three beats, the last foot inside the lines quickly raises and goes back down inside the line again to be the first step in the next “In, In, Out” cycle—moving back to the original side.

-The In, In, Out cycle is continuous from one side to the other. Remind students that the last foot inside the lines **ALWAYS** goes back down **INSIDE** the line **NOT** outside the line.

-Have all students practice the dancer steps using only parallel gym floor lines. Stress the foot closest to the line is always the **first foot inside**.

-**Modification if using 4/4 beat music.** The “Out” foot will stay on the ground as the last “In” foot is raised. Both feet are held for two beats (not one) before the inside foot goes back down inside the line to be the first step in the next cycle “1st beat In, 2nd beat In, 3rd Out, 4th Hold.” Again, remind students that the last foot inside the lines **ALWAYS** goes back down inside the line **NOT** outside the line. Cue words are “In, In, Out, Hold.”



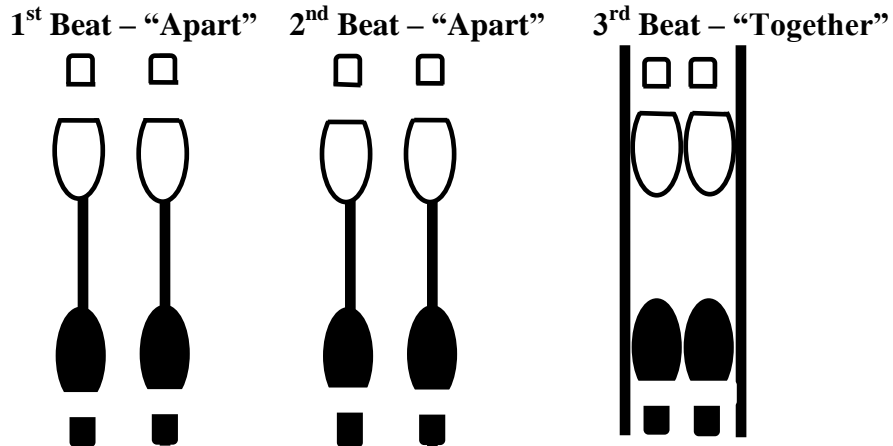
2nd Teach Jumpers Part

The jumpers part is two students moving the jump bands in a synchronizing pattern. Introduce the jumpers part using parallel gym floor lines that are two feet apart and seven feet long without jump bands. Have students get into pairs within their group, stand with one foot on each line and face each other.

-Use music with a $\frac{3}{4}$ beat to teach this part. Begin with both feet jumping on the line for two beats; on the third beat bring the feet together inside the lines.

Continue this movement series of two jumps on the lines and one jump inside the lines. Teaching cues are “Apart, Apart, Together” or “Out, Out, In.”

-Modification if using 4/4 beat music. The “Together” movement (feet inside the line) will stay together for **two beats** (not one) before repeating the jumpers cycle “1st beat feet “Apart”, 2nd beat feet “Apart”, 3rd beat feet “Together”, 4th beat “Hold Together.” Cue words are “Apart, Apart, Together, Hold” or “Out, Out, In, Hold.”

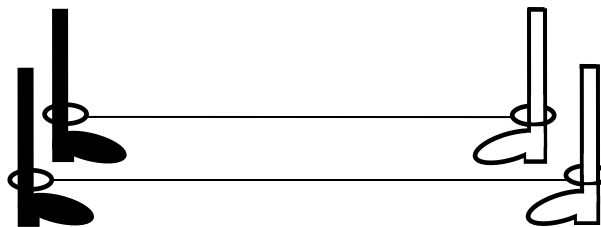


-Have all students practice the jumpers part using **only** parallel gym floor lines **without jump bands**.

3rd Teach Jump Bands

Once students are proficient, teach the jumpers part **using jump bands**. Stress and enforce SAFETY at all times.

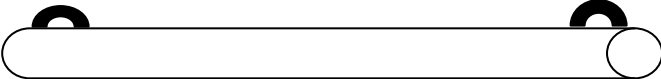
-Use two jump bands per group of students. The two jump bands are to be worn one on each ankle of two students. Have students get into pairs within their groups. To safely put on the jump bands have one pair **sit** on the gym lines facing each other, place one band on each ankle, make sure the two bands are parallel and not crossed, when both are ready have students stand up at the same time.



-Have each pair stand on parallel gym floor **lines** that are two feet apart to keep the jump bands parallel and stretched tight.

-Use music to practice; it adds safety by synchronizing students to the same beat. Have students practice the jumpers part with jump bands each pair saying aloud the teaching cues “Apart, Apart, Together” or “Out, Out, In.”

-Have all students practice the jumpers part with **jump bands and without dancers**.

<p>4th Teach Dancer Steps with Jump Bands</p>	<p>Once students are proficient performing the jumpers part with jump bands, add the dancer steps.</p> <p>Stationary jump bands – First practice the dancer steps over stationary jump bands stretched tight. Have students say aloud “In, In, Out” as they practice.</p> <p>Moving jump bands - Once the dancer steps are proficient over stationary bands. Add the jumpers part to move the jump bands. For safety purposes have only ONE dancer per group perform the dancer steps “In, In, Out” over the moving jump bands “Out, Out, In.” Always use music to synchronize the dancer and the jumpers then have the jumpers start. Once they establish their rhythm, have the dancer in each group begin on their own when ready.</p> <p>-Students need to realize the jumpers and the dancer parts must be synchronized. When the jumpers are Out, the dancer is In and vice versa. Moving to the beat of the music will coordinate their movements.</p> <p>-Have all students practice both the dancer and the jumpers parts.</p>
<p>5th Teach Tappers Part</p>	<p>Introduce the tapper part once students are highly proficient with the dancer and jumpers parts. Replace the jump bands with Tinikling poles. The tappers part moves the two poles to the “Out, Out, In” sequence to perform traditional Tinikling. Begin teaching the tappers part <u>without dancers</u>.</p> <p>Age appropriateness - Introduce Tinikling poles to sixth grade or older students if they proficiently perform the dancer steps and jump bands movements.</p> <p>Safety - Stress and enforce SAFETY at all times. Poles are dangerous and can be intimidating to students because of the possibilities of getting hit or stepping on them. Students must feel comfortable; give them the option of using either the poles or the jump bands if they can proficiently perform Tinikling.</p> <p>Poles – Two poles are used to perform Tinikling. Traditionally Tinikling poles are bamboo, but seven foot PVC pipes can be used as an alternative. Use two seven foot poles per group of students. Place the poles on parallel gym floor lines that are two feet apart from each other. The lines keep the poles parallel for safety purposes. To help students grip the poles place a four foot, two x four piece of wood at each end underneath the two poles. Place marks on the 2x4 that are two feet apart to guide the width of the taps. Another option is to screw cabinet handles at the end of each PVC pipe so 2x4’s are not needed.</p> <div style="text-align: center;">  <p>PVC with handles</p> </div> <p>Music – Use music to practice; it adds safety by synchronizing students to the same beat.</p> <p>Student position – Have students get into pairs within their groups. At each end of the poles have one student sit on their knees. Use carpet squares to soften the pressure on the knees.</p>



Using a 2x4 at each end

“Apart” position – Start the poles on the outside of the students knees, making sure the poles are not too wide or too narrow, and that they are parallel to the two foot wide gym floor lines. This will provide adequate space for the dancer to step. Begin with both poles tapping in the “Apart” position on the line for two beats.

“Together” position – Next, move the poles in and touch them together. Poles are not to go up too high (just above the ankle of the dancer) and must be kept level. Have both poles in the together position for one beat.

Teaching cues – For $\frac{3}{4}$ beat music use the cue words “Apart, Apart, Together” or “Out, Out, In.” Tap both poles on the line APART for two beats; on the third beat touch the poles TOGETHER inside the lines. Continuously perform these movements.

Modification if using 4/4 beat music - The “Together” movement (poles inside the line) will be together for **two beats** (not one) before repeating the tappers cycle “1st beat poles Apart, 2nd beat poles Apart, 3rd beat poles Together, 4th beat Hold together.” Cue words can remain the same “Apart, Apart, Together, Hold” or “Out, Out, In, Hold.”

Have all students practice the tappers part with poles while saying aloud the teaching cues.

6th Teach Dancer Steps with Poles

Once students are proficient performing the tappers part with poles, teach the dancer steps with poles.

Stationary Poles – First practice the dancer steps over stationary poles. Have students say aloud “In, In, Out” as they practice.

Moving Poles - Once the dancer steps are proficient over stationary poles. Add the tappers part. For safety purposes have only ONE dancer per group perform the dancer steps “In, In, Out” over the moving poles then “Out, Out, In.” Always use music to synchronize the dancer and the tappers movements then have the tappers start. Once they establish their rhythm, have the dancer in each group begin on their own when ready.

Have all students practice both the dancer and the tappers parts while saying the teaching cues aloud. Once students are proficient at the basic Tinkling steps progress to more complex skill.