

3/3/82

Today Alice Smith + myself visited Mrs Markoff for our weekly lesson.

She taught us her 'next' set of 4 steps - these being the ones with 'doubles' instead of single shuffles.

(For step 1 see notes 25/2/82)

Step 2.

1	<u>step</u>	}	shuffle	A :
an				: c, c
and		}	shuffle	
ea				: c, c
2				
and			<u>step</u>	: A
3	<u>touch</u>			B :
4	<u>step</u>			A :
5			touch	: B
6			<u>step</u>	: A
an	} shuffle			c, c :
and				
ea	} shuffle			c, c :
7				
and			<u>step</u>	A :
8			touch	: B

3 x off alternate feet + shuffle - off

She commented that the 'shuffle' for this step must be 'hopped' into - which is correct otherwise it comes on the wrong foot. Although whether she meant an actual hop, or a spring after taking the weight on the front foot is not clear.

She also said that she would let us do 'wounded' i.e. 'c,c' shuffles although hers were straight as she felt that her grandfather might have taught her these at a later date.

Step 3

1	<u>step</u>	}	shuffle	A:
an				: c,c
and		}	shuffle	
ca				: c,c
2				
and			<u>step</u>	: A
3	touch			B:
4	<u>spring</u>	}	shuffle.	A:
4				: c,c.
a				

6x on alternate feet + shuffle off.

Vi called the 'fast' shuffle on '4+a' a 'burst'. She also seemed to want it faster but she may have meant 'cusper' - her vocabulary

tends to go astray in the excitement of the moment! She may however have meant the rhythm to have been 4 and e (ie. $\bullet \bullet \bullet \bullet$ rather than $\bullet \bullet \bullet \bullet$) - she did not notice in the first set of 4 - but then the 'burst' is actually slower in the 2nd set than the double shuffle + this may have triggered her perception.

Step 4.

1				A:
an		}	Shuffle	: c, c
and				
e		}	Shuffle	: c, c
2				
and			<u>step</u>	: A
3	}	Shuffle		c, c:
an				
and	}	Shuffle		c, c:
e				
4				A:
and			tee tap	: RB
1			<u>step</u>	: A/RB

Ex through and shuffle-off.

The shuffle for this set of steps is also doubled.

<u>Shuffle</u>			
1	<u>step</u>	}	A:
an			: c, c
and		}	
e			: c, c
2		}	
and			: A
3	<u>step</u>	}	A:
an			: c, c
and		}	
e			: c, c
4		}	
and			: A
5	touch		B:
6	<u>step</u> <u>spring</u>		A:
7			: B/c
8.			

She then showed us the shuffle for 'her' set of steps. There are 5 of these - all swanee + kicks + lolls type steps. She was very pleased to be able to remember the 5th step which she had forgotten for many years. She was most insistent that you should ~~to~~ not mix toe (ie. the just 2 sets) + heel (ie her set) steps together + that you must therefore do the appropriate break.

Heels Break

1	<u>step</u>		A:
+		catch out	: À↑, Ò, Ç↑
a		<u>heel swivel</u>	: Ç, É
2	<u>step</u>		A:
+		} shuffle.	: c, c
a			
3		<u>step</u>	: A
+	catch out		Á↑, Ò, Ç↑:
a	<u>heel swivel</u> .		Ç, È:
4		<u>heel step</u>	: É
+	<u>heel swivel</u> click toe (R) =	<u>heel swivel</u> click toe (L) =	È, É: É, È
a		<u>step</u>	: À
5	<u>step</u>		Á:
6	<u>swivel</u> click heel (R) =	<u>swivel</u> click heel (L) =	Á, A, Á: À, A, À
7	<u>swivel</u> click heel (R) =	<u>swivel</u> click heel (L) =	í, A: À, A
8			

N.B. The steps on 'a5' may be on the wrong feet.

Di suggested (made up on the spot) two steps incorporating the sequences of swanee pieces she had already shown us - she said we could make up our own. These were.

1. - 6x piece 1, 6x piece 2 + shuffle.
2. - 6x piece 2, 6x piece 3 + shuffle.

8/3/812

Today Alceas S. Julie J + myself visited Doreen Kerr.

She seemed to approve of our performance of the steps which she had taught us the week before. She had also remembered the main tune to which they used to practice + dance. This turned out to be Harvest Home. She also described the method of performance of the clog-dance at a charity show - the youngest ones would begin with a couple of simple steps then the intermediate age group take over with slightly more complex steps and finally the older children would take over from them. All would join up to finish up on the double-shuffles, speeding up on the last 8 bars. She showed us simple double shuffles (with hop) which she said they used to do - just for practice.

She told us that Tiny also worked up a capper dance - she had performed this - Tiny had got it by watching another group but she did not know who. They used the dance as part of the show.

She also did a waltz dance in clogs - also sometimes in taps - she didn't seem to think that it was important which - they sometimes did this dressed as Dutch girls. The slows

also included singing - if one of her pupils had a good voice + the smallest children were always included as well - often in a tableau or reciting nursery rhymes. Tiny also taught a skipping-lope dance and at one time a dance in large clown's shoes - cf. Tiny Titch. + of course dancing on roller-skates + ballet points.

The only real comment on the previous week's steps was that we should do a 'bobs your uncle' [my words] break for the double shuffles. i.e.

1	<u>step</u>	}	shuffle	A:
a				: c, xc
2		}	<u>step</u>	: xc
a				A:
3	<u>step</u>	}	shuffle.	: xc, c
a				
4		}	<u>step</u>	: A
a				
5	touch			xc:
6	<u>step</u>			A:
7			<u>touch</u>	: xc
8				

Doreen Ren showed us 5 new steps - this is all she can remember - there are 2 further steps which she has forgotten.