



A B C

SQUARE DANCING

A TEACHING MANUAL

FOR A CALLER SCHOOL FOR NOVICES

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INTRODUCTION

The purpose of this ABC Square Dancing Caller School Curriculum is to enable you, an experienced caller, to teach people **new** to both Square Dancing and Calling, to dance **and call** an ABC style dance and thus keep the calling tradition alive.

In order for a Modern Western Square Dance Caller to be able to do this, he or she must **understand and accept the concept of ABC Square Dancing**

It is normal, when teaching new dancers, for a caller to show a call from different positions or with different people.

Thus a Do Sa Do, for example, may be taught and danced with a Partner, a Corner, an Opposite **in the same Tip**.

In ABC Square Dancing the call is only taught and danced from the position, and with the person, as it will be called in the two Poems, or routines, that constitute the Open, Break, Close and the Figure of the Singing Call used in each Tip.

Dance routines or modules are referred to as Poems in this course. Unlike MWSD, there is no variation in the presentation of the poems. In ABC Square Dancing, the Open, Break, Close and Figure of the singing call never vary, nor does the sequence (O, H, H, B, S, S, C).

In this course, there are no partner changes. (See * on Page 8)**

The whole purpose of the patten is to teach the sequence of the two Singing Call Poems in order for dancers to successfully dance the Singing Call.

This is the philosophy of ABC Square Dancing

This is what makes ABC Square Dancing different from a One Night Stand or Party Night style of dance. We believe that by using this Curriculum you can teach your students the basic skills of calling and enable them to return to their home communities and actually put on an ABC dance.

In this Curriculum, there is absolutely NO reference to, or calling of, Sight Resolution when using Hoedown music to teach the calls and there need be no reference to the MWSD Club scene. **The driving purpose behind the ABC Square Dancing Caller School is to enable new callers to bring back Square Dance to the communities that have no square dancing or to be able to bring new people to a simple destination level of Square Dance.**

For the purpose of this school, only the 11 common ABC Square Dancing calls will be used.

This is a big undertaking for you, the caller / instructor. But we believe that with patience, understanding and humour you can indeed teach a novice to call.

We hope you have fun with it.

Nick Turner, Jerry Story, Cal Campbell, Don Yosten,

Rick Hampton, Heinz Trost, Dave Hass

THE ABC SQUARE DANCING LIST OF CALLS

COMMON CALLS (and the number of steps needed to complete them)

Allemande Left 8 (6)
Circle Left / Circle Right 1/2 way 8. Full around 16
Courtesey Turn 4
Do Sa Do 8
Forward & Back 8
Pass Thru 4
Promenade 1/2 way 8. Full around 16
Right and Left Grand 8 (10)
Stars (*Right-hand / Left-hand*) 8
Swing 8
Weave the Ring 8

DANCER NAMING:

Partner / Corner
Heads / Sides
Couple #1, #2/ #3, #4
Boys / Girls

ONLY THESE COMMON CALLS WILL BE USED IN THE CURRICULUM

FOR THE "A" DANCE:

Arm Turns (*Right / Left*) 8
Bend the Line 4
Couples Circulate 4
Lead Right 4
Veer Left / Right 4

FOR THE "B" DANCE:

California Twirl 4
Right and Left Thru 8
Rollaway 4
Star Thru 4

FOR THE "C" DANCE:

Grand Square 32
Ladies Chain family:
Two Ladies Chain 8
Four Ladies Chain 8
Separate around one 4
Split Two 2

PREPARATION

It is recommended that you limit your school numbers to a **maximum of 8 students** in order to give them adequate microphone time - unless you plan a school with two instructors and two halls.

Your students may be Recreation Directors, Physical Education Teachers or perhaps experienced dancers who want to learn to call. You may have to adjust the curriculum to fit student needs.

Decide if you want your school to run over **three days**: (this is preferred as it is less intensive)

Day 1: 1:30 p.m. to 9:00 p.m. **Day 2:** 9:00 a.m. - 9:00 p.m. **Day 3:** 9:00 - Noon

or **two days** (very intensive)

Day 1 9:00 a.m. - 9:00 p.m. **Day 2** 9:00 a.m. - 8:30 p.m.

Things you will need to do and have on hand before you start:

Registration form for Day 1 Session 1

Name Tags (Stick on paper tags are easy)

Music - have a good variety of Patter music and Singers for when you call

Blank CDs/Flash Drives - if you are going to give the students music to practise with. You might need to be able to put music onto an MP3 player, iPod/Pad, etc. (When advertising your school, make sure that students bring something to play music on - iPod/Pad, MP3, CD player or laptop.

Projector (overhead or computer multi media) and screen

Written material and Poems ready to project

Flash cards, chart paper and stand or chalkboard if you do not have a projector

Have lots of patter and singing call music available for students to listen to and select from

Organize extra dancers. If you have 8 students or less, they may not all have a partner so you need to know how many will be attending the school as student or partner and have extra dancers to make up a square. Remember, one of the students will be calling, so an extra "extra" is needed for these times. For Day 1, Session 3, you will need a Square that the students can all watch

There will be a lot of dancing as students practise calling, so you might need extra dancers to give people a chance to rest

Coffee, tea, juice and water, plastic and styrofoam cups and some snacks for breaks

Have all your handout material copied and ready

Have your schedule written out so you can keep within time limits

Note: the times given for each session are only guidelines.

DAY ONE

SESSION 1 REGISTRATION (30 minutes)

1. Registration

- Have available a Registration sheet that will have been pre-typed with names, addresses, telephone numbers and email addresses of all who have registered. Students will sign this, or check a box showing that they are attending. This will be useful for follow-up contact.
- Hand out Name Tags. (Sticky paper tags are easy)

2. Welcome the students.

3. Introductions

- Introduce yourself(ves) as the Instructor(s) and include spouse(s) or partner(s).
- Have each student introduce him / herself and spouse or partner.
- Have your spare dancers introduce themselves. (Note: prepare these people - they are **not** SD angels - they must behave as if they, too, are first time dancers)

4. Overview

- Prepare the students for a very intensive course.
- Explain what the objectives of the school are:
 - To teach the students to **dance** basic ABC Square Dancing
 - To teach the students to **call** basic ABC Square Dancing
- Hand out the course overview. Put in the actual times of each session and break that you have decided on.

5. Explanation of what ABC Square Dancing is:

- ABC Square Dancing requires no previous experience and no commitment to continue.
- ABC Square Dancing is a fun and friendly way to socialize while doing a bit of mental and physical exercise.
- The Philosophy of ABC Square Dancing (as described in the Introduction)
- The ABC Square Dancing List of calls - but explain that, during the school, only the ELEVEN Common Calls will be used because of time constraints.

6. Questions

SESSION 2 FOUR TIP DANCE (called by the instructor(s) (1 hour 15 minutes)

Learning Outcome:

Students will be introduced to square dancing and learn to dance some basic calls.

This Four Tip Dance is crucial to the success of your school. This is where your students participate in the fun of square dancing and where they might hear a live caller for the first time. Be upbeat and enthusiastic!

MUSIC

Use a variety of Hoedown and Singing Call music (i.e. not all boom-chucka or all CW singers) Make sure you use a variety of instrumental arrangements and a variety of Singing Call genres - CW, Dixieland, Ballad, R & R, etc. **The same poem, danced to different music, feels different.**

Make sure that the Hoedown music you use has a very strong beat and that the Singers you use have a strongly identifiable tune and are ones that a novice could sing rather than those that are difficult and take a lot of practice (Devil Went Down to Georgia, Sold etc.) or which require a wide voice range.

K-I-S-S is the secret: **KEEP IT SUPER SIMPLE** (Remember some of your students may never have square danced before.)

Get them into Squares in whatever way you find quick and easy and explain Home and Partner positions (lady always on man's right side - or man always on lady's left side)

Remember the ABC Square Dancing Philosophy and do not deviate from the two Poems you choose for each Tip. If you use your own creations or favorites, remember, that for this school, only the 11 common calls will be used to create your poems which should be written out in the same way as the Poems in the 4 Tip dance. (Pages 6 & 7)

In each Tip, teach the parts of Poem #1 and then let the dancers practise them a bit and then dance the whole poem. Then teach the parts of Poem #2 in the same way and put #1 and #2 together and practise the whole thing a couple times before you do the singer.

This is what you are going to teach your students to do. (See Teach & Practise, Page 11)

You should be able to do the Teach and Practise in less than 10 minutes. Six to seven minutes is about perfect and a good goal to shoot for. Your singer will take about four minutes. Allow time for a short break between tips.

Following are some suggested Poems for the four Tips. They are written out in a way that we think would be helpful for your students when it is their turn to call.

Always remember that for some, if not all, of your students, this is all **TOTALLY UNFAMILIAR TO THEM**, so make no assumptions other than that!

Remember: In each Tip, teach and practise the Open/Break/Close poem then teach and practise the Figure poem, then put the two together a couple of times before doing the singer. Avoid singing calls that require a wide vocal range. Look for songs that your students will probably know.

BREAK AT END OF THE 4TH TIP 15 minutes

THESE ARE SUGGESTED POEMS TO USE IN THE 4 TIP OPENING DANCE

AN EXPLANATION OF THE WAY THESE ARE WRITTEN FOLLOWS ON PAGE 8

TIP 1.

OPEN / BREAK / CLOSE

CIRCLE LEFT (14) --,-----
-----,
ALLEMANDE LEFT (6) --,-----
PARTNER DO SA DO, (4) -----
MEN STAR LEFT (6) --,-----
SWING YOUR PARTNER (6) --,-----
PROMENADE HOME (14) --,-----,-----,-----

FIGURE

HEADS /SIDES GO FORWARD AND BACK, (4) -----
SIDES/HEADS GO FORWARD & BACK, (4) -----
HEADS STAR RIGHT TO THE CORNER, (4) -----
LOOK FOR YOUR CORNER --, (2) ALLEMANDE LEFT, (4) -----
BACK TO YOUR PARTNER (2) --, GRAND RIGHT AND LEFT (6) -----,--
SWING (6) -----,--
PROMENADE HOME (6) --,-----

TIP 2.

OPEN / BREAK / CLOSE

FOUR GIRLS PROMENADE INSIDE, (4) -----
SWING YOUR PARTNER (6) --,-----
ALL GO FORWARD AND BACK, (4) -----
ALLEMANDE LEFT (6) --,-----
WEAVE THE RING (6) --,-----
DO SA DO PARTNER (6) --,-----
PROMENADE HOME (6) --,-----
SWING PARTNER (6) --,-----

FIGURE

HEADS PROMENADE HALF WAY, (4) -- --
INTO THE MIDDLE MAKE A RIGHT HAND STAR, (4) -----
SIDES PROMENADE HALF WAY, (4) -----
START LOOKING FOR YOUR CORNER (2) --
ALLEMANDE LEFT (2) --
WEAVE THE RING (6) --,-----
SWING (6) --,-----
PROMENADE HOME (14) --,-----,-----,-----

TIP 3

OPEN / BREAK / CLOSE

CIRCLE LEFT (14) --,-----,
-----,
FOUR BOYS STAR RIGHT (4),-----
ALLEMANDE LEFT (6)--,-----
PARTNER DO SA DO (4)--,-----
ALLEMANDE LEFT (6)--,-----
SWING (7)---,-----
PROMENADE HOME (14)--,-----,-----,-----

FIGURE

HEADS/SIDES PASS THRU --, PROMENADE PARTNER HOME --
SIDES/HEADS PASS THRU --, PROMENADE PARTNER HOME (5) --,-----,
ALLEMANDE LEFT (6)--,-----
WEAVE THE RING (6)--,-----
DO SA DO PARTNER (6) --,-----
SWING PARTNER (6) --,-----
PROMENADE HOME (10)--,-----,-----

TIP 4

OPEN / BREAK / CLOSE

FOUR LADIES STAR RIGHT ,(4)-----
BOYS COURTESY TURN YOUR PARTNER,(4)-----
ALL GO FORWARD AND BACK,(4)-----
ALLEMANDE LEFT ,(6) --,-----
WEAVE THE RING (6) --,-----
DO SA DO PARTNER (6) --,-----
SWING PARTNER (6) --,-----
PROMENADE HOME (6) --,-----

FIGURE

HEADS/SIDES PROMENADE HALF WAY,(4)-----
INTO THE MIDDLE AND PASS THRU,(2) -- COURTESY TURN (2) --
SIDES/HEADS PROMENADE HALF WAY,(4)-----
INTO THE MIDDLE AND PASS THRU,(2) -- COURTESY TURN (2) --
ALLEMANDE LEFT (6) --,-----
PARTNER SWING (6) --,-----
PROMENADE HOME (14) --,-----,-----,-----

Calls in *BOLD ITALICS* may be omitted if dancers get behind in the Singing Call.

These poems can be mixed and matched and would provide enough material for an evening's dancing if different music is used.

THE EIGHT POEMS FOR THE FOUR TIP DANCE

An explanation for the way the poems are written:

1. The 8 beat phrase of music is divided into two 4 beat parts with a comma between the two parts

2. When the caller reads (calls) "FOUR GIRLS PROMENADE INSIDE," (4) _ _ _ _ those four words must fit within four beats of music. The comma is a good place to get a quick breath. The number in brackets (4) is the number of beats that the caller counts (silently) before giving the next command. Each dash in a line of a poem is a wait of one beat of music.

3. The four dashes then, indicate a wait of four beats of music before the next command (e.g. SWING YOUR PARTNER) is given. If filler patter is used to fill the dashes it must be able to be chanted in 4 beats of music or less.

e.g. "FOUR GIRLS PROMENADE INSIDE" *once around inside the ring*

4. If possible, eight steps of action are included on each line. The caller's voice and chant words are part of the music and commands should be chanted in time to the musical half phrases. This enables a caller to "call" to the dancers instead of "talk" at the dancers.

Remember that as a caller, you probably do your counting subconsciously - a skill learned from experience. In patter, you probably say a lot of filler words you are not even aware you use (Swing Thru *two by two*, Right and Left Thru *and turn your girl*) Your students do not have this knowledge and they need to learn to count.

When you are teaching this concept in Session 3, project the poems for Tip 1 (or have flash cards ready).

Students at this point are not expected to memorize everything.

Show them how to have the written poems where they can read them without holding them in their hands - they need to be able to see the dancers while they call.

- Write them on cards.
- Write them huge and hide the paper in the lid of a briefcase open on the table.
- Put them on a stand of some sort.

*** In this Curriculum, we decided not to introduce partner changes in Singing Call Figures.

We hope that the students will head home inspired to put on an ABC dance.

Students do not need the added teaching chore of explaining to the ladies in the squares at their first dance that they will be changing partners.

New dancers coming to an ABC dance for the first time, come expecting to dance with their partners and the caller will be telling them to do this all night long (with your partner Do Sa Do, Promenade your Partner, Swing your Partner, Meet your Partner).

It is too confusing for the ladies to deal with changing partners in their first exposure to Square Dancing at the ABC dance.

SESSION 3 ANALYZING THE 4 TIP DANCE (1 hour)

You will need a demonstration square for the students to observe.

Learning Outcomes:

Students will understand how a poem is written. (See Explanation Page 8)

Students will observe a square in action.

They will gain an understanding of how calls and music are related.

They will have their first introduction to “live” calling.

They will see how Poems fit different songs.

They will see how dancers react to calls.

1. Use a demonstration square so that all the students get a chance to see a square in action.
2. **Patter Call** any one of the 8 poems from the 4 Tip Dance.
3. Point out the **circle patterns** of the Poems used in the 4 Tip Dance.

4. Demonstrating the timing needed for each call:

Project the eight poems and use the written explanation to show how and why they are written this way.

Using a Hoedown with a strong beat and giving the dancers the first beat of the musical phrase,

Call: “Circle Left **eight** steps - GO!” Count out loud on the musical beat:

1-2-3-4-5-6-7-STOP.

Couples should be across from home.

Now call: “Circle Left - GO!” Count out loud: 1-2-3-4-5-6-7-8. All are Home.

Now, again giving the dancers the first beat of music to start on each time, call:

“Allemande Left - GO!” and count 1-2-3-4-5-6-7-8 All are Home facing partner.

Now call: “With your Partner Do Sa Do - GO!” 1-2-3-4-5- 6-7-8

Then call: “Right and Left Grand - GO!” 1-2-3-4-5- 6-7-8

And finally “Promenade Home - GO!” 1-2-3-4-5- 6-7-8

This is done to show the students and dancers how many steps are needed for each call.

Now, using a different hoedown, show them the timing of an opener for a singing call where the **Circle Left is a full 16 counts and the dancers are given the first beat.**

Students count **silently** as you call: **Circle Left** 1-2-3-4-5-6-7-8-9-10-11-12-13-14

Allemande Left 1-2- 3-4-5-6 **Partner Do Sa Do** 1-2-3-4 **Men Star Left** 1-2-3-4

Partner Swing 1-2-3-4-5-6 **Promenade Home** (16)

This shows them when to call with the music.

5. Project the two poems of a Singer so that students can read the words (or have cards ready for each student)

Have the students IN UNISON (but with no music) and with a square dancing as they “call.”

- Walk a square through the parts of the Open / Break / Close poem and then the whole poem.
- Walk a square through the parts of the Figure Poem and then the whole Poem.
- Call the the Opener and one Figure to Hoedown music.

6. Project the poems as a Singer - including all the chorus words

- Have the students sing the singing call with you (Opener and One Figure)
- Change the Singing Call and using the same Poems, **repeat 5.**

This shows how a poem will fit a variety of singing call tunes. Show how word metering changes (Allemande Left Your Corner / With your Corner Allemande Left)

BREAK 10 minutes

SESSION 4 MUSIC AND CALLING (50 minutes)

Learning Outcomes:

The students will understand the structure of a Singing Call.

They will learn how the poems used in Session 2 (Day 1) work with music.

1. Structure of a Singing Call:

- Pick up and grace notes (the number of beats before you call). Play an example.
- For the Open, Break and Close Poems, the dancers have the first beat to start.
- 64 beats seven times through. Play some examples and count.
- 8 beat phrasing (4 + 4)
- **OPENER, FIGURE twice** for Heads, **BREAK, FIGURE twice** for Sides, **CLOSE**

Project the 8 poems from Session 2 and examine the counts for each. Show how they work.

Show, by calling, how the calls in ***BOLD ITALICS*** in the 8 selected poems can be “fillers” (using up “extra music”) **OR** “omitters: (shortening a poem allowing the dancers to get home on time for the next figure.)

They are: DO SA DO, and SWING (Also FORWARD AND BACK)

2. Teaching a Poem (not going into great detail at this point)

Show that teaching the Poem is a 3 step process and this is what they will be doing when they put on their own dance.

1 the **TEACH** (each part of the Poem is taught as they dance)

2 the **PRACTISE TIME** (both 1 and 2 are done with selected hoedown music)

3 the **DANCE** (singing call)

#1 & #2 make up the Patter or Hoedown music part and these, together with #3, the Singing Call, make up a two part “Tip.”

This 3 step process will be explained in more depth in Session 5 after dinner.

3. Discussion of Hoedown music

- How it is used in the Patter “Teach and Practise.”
- Standard and non-standard music. Play examples.

Students need to choose a Hoedown for tomorrow’s sessions.

DINNER BREAK (1 1/2 hours)

SESSION 5 TEACH – PRACTISE – DANCE (30 minutes)

Learning Outcomes:

The students will recognise that presenting a poem is a three part process:

1. Teaching. 2. Practising. 3. Dancing the Singing Call.

The students will learn how to adapt an ABC Square Dancing Poem to a Singing call.

THIS SESSION WILL BE PREPARATION FOR STUDENT CALLING ON DAY 2

1. Teaching and Practising

Pick the two poems from one of the tips from your Four Tip Dance (Day 1 Session 2)
Show how you presented it. For example for the following Tip poems:

OPEN BREAK CLOSE

CIRCLE LEFT (14)

ALLEMANDE LEFT (6)

PARTNER DO SA DO (4)

MEN STAR LEFT (6)

SWING YOUR PARTNER (6)

PROMENADE (14)

FIGURE

HEADS /SIDES GO FORWARD UP AND BACK (4)

MAKE RIGHT HAND STAR TO CORNER (4)

LOOK FOR YOUR CORNER (2)

ALLEMANDE LEFT (6)

BACK TO YOUR PARTNER (2)

GRAND RIGHT AND LEFT (6)

SWING (6)

PROMENADE (6)

- You **Taught** “Circle Left” as they danced it and you introduced “Home”
- You **Taught** Allemande Left and with your Partner Do Sa Do
- You put these together: Circle Left to home, Allemande Left, Do Sa Do (**Practising**)
- You **Taught** Men Star Left to Partner
- You put together Allemande Left, Do Sa Do, Men Star Left to Partner (**Practising**)
- You had them Swing Partner (whatever way they could!)
- You put together Circle Left to Home, Allemande Left, Do Sa Do, Men Star Left to Partner, Swing Partner (**Practising**)
- You **Taught** Promenade full around back to Home
- You **Taught** Heads go Forward and back and Sides Go Forward and Back
- You **Taught** Heads Star Right looking for your Corner, Allemande Left and **repeated for Sides**
- You put together Heads go forward and Back, Make a Right Hand Star, to the Corner, Allemande Left and **repeated for the sides (Practising)**
- You **Taught** Right and Left Grand, Meet Partner and Promenade Home (or Swing Partner and Promenade Home)
- You put together Heads go Forward and Back, Make a Right Hand Star to the Corner, Allemande Left, Right and Left Grand, Swing Partner, Promenade Home. (**Practising**)
- **You repeated for the Sides (Practising)**

- You called the Opener and Figure sequentially. (**Final Practice**)

Now you are ready for the Singing Call (**Dancing**)

BREAK 10 minutes

SESSION 6 ADAPTING A POEM TO A SINGING CALL (1 hour)

Learning Outcomes:

The students will learn how to adapt an ABC Square Dancing Poem to a Singing Call.

Singing Calls come with three basic types of Open / Break / Close:

1. No opening Chorus (e.g. Four Ladies promenade inside)
2. 16 beat Circle Left (Lyrics are sung) Often no adaptation is necessary
3. 32 beat Grand Square (Longer lyrics are sung) Often no adaptation is necessary
The Grand Square is not included in the Curriculum, but students need to know that it will appear in some of the Singing Calls they might buy. Grand Square is explained and diagrammed in the Student Information Package.

Suggest that the students stick to original openers as outlined above - so choose Poems with matching choreographic timing.

Project onto the screen, or have photocopied, the call sheet from a singing call. Explain that this is what they will get with every singing call they buy.

First use one with no opening chorus in the OPEN / BREAK / CLOSE.

It might look like this:

LUCKY LUCKY LUCKY ME Aussie Tempos 1031

OPEN BREAK CLOSE (ignore the Middle Break change in the original)

4 LADIES CHAIN THE RING YOU TURN THE GIRL FOR ME
YOU ROLLAWAY, CIRCLE LEFT, CIRCLE LEFT YOU SEE
4 LADIES ROLLAWAY AND THEN
CIRCLE LEFT SOME MORE
ALLEMANDE LEFT YOUR CORNER GIRL
AND WEAVE AROUND THE FLOOR
*SMILE AT THE SUN WHEN THE DAYLIGHT IS DONE
THE EVENING IS LOADED WITH CHARM
I WISH ON THE MOON AND WHISTLE A TUNE
AND WINK AT THE GIRL IN MY ARMS* PROMENADE
LUCKY LUCKY LUCKY ME THOUGH I HAVEN'T A DIME
I DANCE AND PLAY IN A CAREFREE WAY
AND HAVE ONE HECK OF A TIME

FIGURE

HEADS SQUARE THRU YOU KNOW GET 4 HANDS AND GO
MEET YOUR CORNER LADY THERE AND DO A DO SA DO
SWING THRU YES YOU DO AND SPIN THE TOP FOR ME
BOYS MOVE UP DO THE RIGHT AND LEFT THRU YOU SEE
*THE BOYS ROLL THE GIRLS AWAY,
THE GIRLS ROLL THE BOYS AWAY
YOU SWING THE ONE YOU ROLLED AWAY
AND ALL WILL PROMENADE*
LUCKY LUCKY LUCKY ME, I'M A LUCKY SON OF A GUN
1 WORK 8 HOURS, I SLEEP 8 HOURS
AND HAVE 8 HOURS OF FUN

You might want to explain the clipped timing from * to * in both parts.

Play the original Opener and Figure for students to hear (or sing it yourself). This is what they will hear if they order Square Dance music. We are going to explain how the ABC Square Dancing poems can be adapted to fit a singing call.

Here are two poems from our 4 Tip selection and this is how they can be adapted to fit Lucky Lucky Me:

UPPER CASE is the poem. *Bold italic lower case* is the adaptation of the poem

OPEN / BREAK / CLOSE

FOUR GIRLS PROMENADE INSIDE, (4) ----
Four ladies promenade inside, once around you go
SWING YOUR PARTNER (6) --, ----
Swing your partner there at home, swing the man you know
ALL GO FORWARD AND BACK, (4) ----
All go forward and back with you, it's up and back for me
ALLEMANDE LEFT (6) --, ---- WEAVE THE RING (6) --, ----
Allemande Left your corner girl and weave the ring you see
Smile at the sun when the daylight is done the evening is loaded with charm
DO SA DO PARTNER (6) --, ---- PROMENADE HOME (6) --, ----
Do Sa Do your partner there, Promenade her home in your arms
Lucky lucky lucky me though I haven't a dime
I dance and play in a carefree way and have one heck of a time
(SWING PARTNER (6) --, ---- Omit)

FIGURE

HEADS PROMENADE HALF WAY, (4) ----
Heads you promenade and go, half way round the square
INTO THE MIDDLE MAKE A RIGHT HAND STAR, (4) ----
Come into the middle a right hand star, and turn the star from there
SIDES PROMENADE HALF WAY, (4) ----
Sides you promenade half way, half way round for me
START LOOKING FOR YOUR CORNER (2) --
Look for your corner somewhere there,
ALLEMANDE LEFT (2) --
and Allemande Left you see
WEAVE THE RING (6) --, ----
Weave the ring, it's in and out, and when you meet you girl
SWING (6) --, ----
PROMENADE HOME (14) --, ----, ----, ----
*Swing her high and swing her low and promenade the world ******
Lucky lucky lucky me, I'm a lucky son of a gun
I work 8 hours, I sleep 8 hours and have 8 hours of fun

***** Again the timing is clipped here so that the chorus can be sung.

Now show them a Singing Call with an Open / Break / Close that does not need adapting as it uses only the 11 Common ABC Square Dancing calls.

For this next exercise, have students choose a song from your collection they feel they can sing comfortably. (They might pick a title of a song they know and you may have the SD version)

Then have the students pick two poems that they think will fit their song.

Have copies prepared of the 8 Poems in Session 2.

Break the group up into pairs and have each pair adapt the poems each chose to the songs they picked. **This is what they will call tomorrow.**

BREAK 15 minutes

SESSION 7 Q & A (30 minutes)

Q & A.

Student assignments for Day 2

Each student needs the music for a hoedown and a singer and their two prepared poems.

Be prepared to burn CDs or to transfer music to the student's iPod/Pad or MP3 player or laptop.

It will not matter if students pick the same poems or music.

Make a list of which student is doing what.

DAY 2.

SESSION 1 USING YOUR VOICE AND MICROPHONE (45 minutes)

Learning Outcomes:

Students will learn how to properly use a microphone and their voice.
They will be reminded of the Teach, Practise, Dance way to present a Tip.

1. Using a Microphone.

- Avoiding Feedback.
- How and where to hold the microphone in relationship to your mouth.

2. Using your Voice

- Warm up your voice before calling a dance (Humming, Scales (Do Ray Me...))
- Avoid cold drinks, milk products, smoking (!)
- Don't shout into your microphone - if you want more voice volume, turn up the voice volume control knob on your PA system.

The Four "SHUNS"

• Diction

Speak clearly.

Avoid fall off at the end of words.

• Enunciation

Project and emphasize Vowels.

Make Consonants clear.

Open the mouth, almost exaggerate the diction.

• Projection

Speak as if you are talking to someone at the back of the hall - but don't shout to them.

• Conviction

Always speak with conviction (friendly, fun-sounding but commanding voice)

Emphasize the actual Call - Promenade, Swing, etc.

Breath Control

Metering breath to last through the sentence. Proper breathing technique / using the diaphragm.

3. Instructor(s) does (do) a demo of setting up a square, perhaps using a different method than previously.

• Use this session to remind students how to do the Teach of the Poems to be used in the singing call (**Teach, Practise, Dance**)

2. Call a Tip (**Teach, Practise, Dance**) using Poems from Session 2 Day 1 but use different hoedown music and a different singing call.

• Remind them again about "omitted calls."

• Remember **K-I-S-S**. Choose a song that you feel your students will be familiar with and also that is easy to sing.

3. ORGANIZE STUDENTS FOR SESSION 2 PARTS 1 & 2

SESSION 2 Part 1 STUDENTS CALLING (1 hour 15 minutes)

Learning Outcomes:

Students will each call a complete tip: Patter (Teach & Practise) and Singer.

YOU WILL NEED A SQUARE OF DANCERS. (Students and Extras)

This session and the one that follows is designed for a school with one instructor and a maximum of 8 Students.

If 8 attend then these next sessions will be in two parts of 4 students each part - or, if 6 attend, then 3 & 3 etc.)

Each student will have approximately 15-20 minutes of microphone time.

Be on stage (and available to help if requested) as each student does the following:

1. Sets up the square.
2. Introduces Partners, Home, Heads, Sides.
3. Conducts a walk through of the two Singer Poems (Open/Break/Close & Figure) either with or without HD music - this will be up to student's ability / desire at this point)

This is doing the “Teach” and “Practise” part of Day 1 Session 5

4. Calls a Singer “Karaoke style” (have Poems projected for student to read or cards prepared of the 8 poems printed large enough to read easily.)

This is the “Dance”

BREAK 15 minutes

SESSION 2 Part 2 STUDENTS CALLING (1 hour 15 minutes)

Continue for the remaining students.

Leave some time for Q & A and student comments.

LUNCH 1 hour

SESSION 3 PLANNING THE DANCE (45 minutes)

(Have material prepared for projection and / or as a Handout)

Learning Outcomes:

Students will learn how to plan a complete dance.

They will learn how to prepare for the dance.

They will learn how to get dancers on the floor in squares.

They will learn some elements of showmanship.

(All the following information will be included in the Student Package in the Appendices)

1. PLANNING: Cover each of the following points with details as needed:

- Prepare, prepare some more and then prepare some more.
 - Write down your program.
 - Allow about 12 - 15 minutes for each Tip with a 3 - 4 minute interval between Tips.
 - A two hour program can use up to eight Tips - but you may end up doing only six. Don't try to do it all just because you have prepared it all!
 - Build in some flexibility - you may want to have the same poems prepared with different music. The same poem, danced to different music, feels different.
 - Have several Line Dances or Easy Circle or Couple Dances ready (see Session 6) You may only use one or two, but have others prepared.
- 3.** Pick your Hoedown music for each tip and make sure you know it intimately.
- 4.** Pick your Singing Calls for each tip and practise them so that you are comfortable with their timing so that if necessary you can leave out indicated calls when dancers get behind.
- 5.** Pick your Poems for each Tip. If you cannot memorize them, have them written out big enough so that you can read them easily. Don't hold the paper in your hand. Remember: the same poem, danced to different music, feels different - so you don't *have* to have 16 poems for 8 Tips!
- 6.** Prepare different ways to explain things (people learn in different ways).
- 7.** Be fully familiar with what you will call using a Hoedown for the "Teach & Practise."
- 8.** Prepare to repeat a call or connected calls several times until you feel the dancers are comfortable (at least 80% of them) but don't do it to death.
- 9.** Understand your strengths and weaknesses:
- Great singer - use this ability to the fullest of your ability.
 - Not so great singer - pick songs that you feel comfortable with and learn to sing the choruses confidently.

2. PREPARATION

1. Arrange for someone to be at the hall door to greet arrivals and take in money.
2. Have your stage all set up and ready to go:
 - know your equipment properly;
 - check that all is working;
 - have your notes organized;
 - check music / voice balance (this will need adjusting when the huge crowd arrives)
3. Circulate among the arrivals and be friendly and welcoming. Smile and look as if you mean it.
4. Encourage those who are reluctant to try. Say something like:

“OK , but how about you try the first dance. I'll keep it short so give me 10 minutes. If you don't enjoy it you're only out 10 minutes. It's really fun, if you can walk and smile you can dance ABC.”
5. Have toe-tapping music playing softly in the background to get people in the mood.
6. Start on time.

WAYS OF FORMING SQUARES:

When you are ready to begin, turn up the music a bit and welcome everyone with a reminder that we are ready to begin by forming squares. There are several ways of doing this:

Method 1. Say:

- We need everyone to do the first dance.
- Everyone find a partner.
- Gentlemen on the left, Ladies on the right of each couple.
- We are going to make up some squares.
- Each square will have four couples no more no less.
- Each couple will face a different wall.
- Be careful to align yourself facing directly across from another couple.
- If your square needs one or more couples hold up your hands so that others can see where they are needed.
- When all the squares are formed, do square ID: Partners, Heads, Sides, Home

Now turn up your music and start to talk and ask if all can hear you clearly and if the music volume is OK.

“Everybody ready?” Start Calling: “ Circle Left” (all the way to home.)

Method 2.

Have all find a partner. Gentlemen have the lady on your right side and make a big circle of couples walking counter clockwise round the hall.

When you feel that most are on the floor, have a designated couple move up alongside the couple in front of them to make a line of 4 all holding hands. The others in the big circle follow suit.

When all are in lines of 4 have them stop and then have a designated line of four move up to a line of 8 still holding hands. The others follow suit.

When lines of 8 are formed, have the 8 make a circle all holding hands. If a line is short, add dancers from the sidelines, if you can, to make up the square.

When all are in circles, have them drop hands and then you can align the squares.

- “I need one couple in your circle to have their backs to me and facing another couple who will be facing me. **You are the Head couples.** (Head couples raise your hands) The other two couples will be the **Side Couples** facing each other to my left or right (Side Couples raise your hands). You are all now at your **Home** position. Whenever I mention Home, this is where you will need to be. Ladies, your partner will always be on your left. Hold onto your partner’s hand. Head Men hold your left hand out to the side, Side Girls hold out your right hand to the side. Adjust so that you can touch hands. This is about how big your square should be.”

Now turn up your music and start to talk and ask if all can hear you clearly and if the music volume is OK.

“Everybody ready?” Start Calling: “Circle Left” (all the way to home.)

WHILE YOU CALL (Showmanship)

1. Praise, encourage, cheerlead - sounding as if you really mean it.
2. Keep things moving cheerfully, emphasizing important things (Pass by right shoulder, left hand - the other left hand)
3. Calling with a smile in your voice (and on your face)
4. Never single out any one dancer. Use words like, “We need to remember to pass by right shoulders on a Do Sa Do.” Identify the problem - not the person.
5. Laugh with them not at them.
6. Use breaks between Tips as a major chance to get down on the floor to chat, encourage and listen.

SESSION 4 MUSIC, LINE DANCES AND MIXERS (1 hour 15 minutes)

Learning Outcomes:

Students will learn where to find Square Dance Music.

They will receive some information on PA systems and Microphones.

There will be some information about Hoedown music (standard and non-standard).

They will be introduced to Line Dances and Mixers and sources for dances and music.

INCLUDE ALL OF THE FOLLOWING INFORMATION IN A PREPARED HANDOUT

1. Talk briefly about music sources such as Palomino Records, iTunes, Walmart etc.
2. Talk briefly about Hoedowns from Square Dance Record producers and Hoedowns that are non-standard. (See Callerlab Convention tapes)
3. Talk briefly about PA systems:
 - Turntables, Speakers and Microphones
 - Laptop computers + amplifiers + speakers
 - CD Players + amplifiers + speakers
 - 45 rpm records, MP3 Downloads, Mini-Disc, iPod and MP3 players
4. Get everybody up and teach and call a simple Line Dance.
 - Talk briefly about sources for Line Dances and the music used.
5. Get everybody up and teach and call a simple Circle Dance, Couple Dance or Mixer.
 - Talk briefly about sources for these Dances and the music used. (Dancing for Busy People, The Bob Howell Collection, Kentucky Dance Foundation, The Lloyd Shaw Foundation etc. (see Appendices)

BREAK 15 minutes

SESSION 5 STUDENTS CALLING (1 hour 30 minutes)

Each Student gets to call.

THIS WILL BE A REPEAT OF SESSION 2.

Students might want to try some different music, singing calls and poems.

(To give dancers a break, maybe students can call without a square dancing - this is how they will have to practise at home).

SESSION 6. Q & A (15 minutes)

DINNER BREAK 1 1/2 hours

SESSION 7 STUDENTS CALLING (Continued) (45 minutes)

(Completion of Session 5 if needed so all students get an opportunity to call)

SESSION 8 EXPANDING THE ABC SQUARE DANCING PROGRAM (45 minutes)

The ABC Square Dancing Call lists.

Explain that we only used the eleven Common Calls during the school.

Explanation of the entire program:

The "Common Calls" which were used during the School

The "A" calls, the "B" Calls, and the "C" calls which make up three separate dances.

These can be used to expand your program when you are ready to use them.

Hand out materials should include the complete ABC list (page 2), poems using the A, B & C calls and some teaching suggestions including an explanation of In Sequence / Out of Sequence.

Perhaps have the Callerlab definitions of all the Square Dancing ABC calls as a handout.

Perhaps you can find diagrams to show how the A, B, and C calls are done.

DVDs or Videos showing how the A, B and C calls are done would be useful - especially for those new to Square Dancing who will never have danced the A, B or C calls.

SESSION 9 Q & A

DAY 3

SESSION 1 LINE OR CIRCLE DANCE (20 minutes)

Start with a new Line or Circle Dance as a warm up

SESSION 2 LICENSING & STUDENT INFORMATION PACKAGE (30 minutes)

Licensing (BMI / ASCAP / SOCAN etc.)

WHY LICENSING?

The people who compose music and songs do this for a living and they make their money from royalties collected when their music is played. Square Dance record companies pay for a mechanical licence to reproduce the music they use. This mechanical licence is issued by a different authority and does not cover the use of the music when the caller plays a record at a Square Dance. For this you need a Performance Licence.

When you buy your Performance Licence from the licensing authority of your country, these fees are distributed to the composers.

Student Information Package (Have these copied and ready for each student)

Go over the Student Information Package (See Appendices) and give each student a copy.

SESSION 3 Part 1 STUDENTS CALLING (45 minutes) (Their choice - patter or singer)

BREAK 15 minutes

SESSION 3 Part 2 STUDENTS CALLING (45 minutes) (Their choice - patter or singer)

SESSION 4 Q & A and WRAP UP

A FINAL NOTE TO CALLERS WHO USE THIS CURRICULUM:

We hope that you stuck to the ABC Square Dancing philosophy.

We welcome any suggestions for improvement.

Let us know what worked well, let us know what caused difficulty.

Send your comments and suggestions to Nick Turner <nmturner@telus.net>



A B C SQUARE DANCING CALLER SCHOOL

APPENDICES

OVERVIEW FOR A THREE DAY SCHOOL

TIMELINE - 3 DAY SCHOOL

OVERVIEW FOR A TWO DAY SCHOOL

MUSIC & DANCE SOURCES

STUDENT PACKAGE (Separate Document)

OVERVIEW FOR A THREE DAY SCHOOL (1/2 Day, Full Day, 1/2 Day)

DAY 1 (1:30 pm - 9:00 pm)

Session 1. Registration, Welcome, Introductions, Overview (30 minutes)

Session 2. Dance (1 hour 15 minutes)

Break (15 min)

Session 3. Analysis of the Dance (1 hour)

Q & A Break (10 minutes)

Session 4. Music and Calling (50 minutes)

Dinner Break (1hour 30 minutes)

Session 5. Teach, Practise, Dance (30 minutes)

Session 6. Adapting a Poem to a Singing Call (1 hour)

Session 7. Q & A Student Assignments for Day 2 (30 minutes)

(7 1/2 hours) (5 3/4 hours Instruction)

DAY 2 (9:00 am - 9:00 pm)

Session 1. Voice. Using a microphone. Setting up a square. Dance a Tip (45 minutes)

Session 2(i). Students Calling (1 Hr 15 minutes)

Break (15 Min)

Session 2(ii) Students calling (1 Hr 15 minutes)

Lunch (1 Hr)

Session 3. Planning the Dance (45 minutes)

Session 4. Music Line Dances Etc. (1 Hr 15 minutes)

Break (15 Min)

Session 5. Student calling (1 Hr 30 min)

Q&A (15 Min)

Dinner Break (1 1/2 Hrs)

Session 6. Student Calling (continued) (45 minutes)

Session 7. The ABC Program (45 minutes)

Session 8. Q & A (30 minutes)

(12 hours) (9 hours Instruction)

DAY 3 (9:00 am - 12:00 pm)

Session 1. Warm up Line or Circle Dance (20 minutes)

Session 2. Licensing and Student Information Packages (30 min)

Session 3. Students calling (45 min)

Break (15 Min)

Session 3 con't. Students calling (45 min)

Session 4. Q & A and Wrap Up **(3 hours) (2 hours 45 Min Instruction)**

School in session for a total of 22 1/2 hours.

Instruction 17 1/2hrs

TIMELINE - 3 DAY SCHOOL

DAY 1

1. REGISTRATION	30 Mins	1:30 pm - 2:00 pm
2. DANCE	1 Hr 15 Mins	2:00 pm - 3:15 pm
BREAK	15 Mins	3:15 pm - 3:30 pm
3. ANALYSIS	1 Hr	3:30 pm - 4:30 pm
BREAK	10 Mins	4:30 pm - 4:40 pm
4. MUSIC & CALLING	50 Mins	4:40 pm - 5:30 pm
DINNER	1 Hr 30 Mins	5:30 pm - 7:00 pm
5. TEACH PRACTISE DANCE	30 mins	7:00 pm - 7:30 pm
6. ADAPTING A POEM	1 Hour	7:30pm - 8:30 pm
7. Q & A. STUDENT ASSIGNMENTS	30 Mins	8:30 pm - 9:00 pm

DAY 2

1. VOICE	45 Mins	9:00 am - 9:45 am
2. CALLING (1)	1 Hr 15 Mins	9:45 am -11:00 am
BREAK	15 Min	11:00 am -11:15 am
CALLING (2)	1 Hr 15 Mins	11:15 am -12:30 pm
LUNCH	1 Hr	12:30 pm -1:30 pm
3. PLANNING A DANCE	45 Mins	1:30 pm - 2:15 pm
4. MUSIC, LINE DANCES ETC.	1 Hr 15 Mins	2:15 pm - 3:30 pm
BREAK	15 Mins	3:30 pm - 3:45 pm
5. STUDENT CALLING	1 Hr 30 Mins	3:45 pm - 5:15 pm
6. Q&A	15 minutes	5:15 pm - 5:30 pm
DINNER	1 Hr 30 Mins	5:30 pm - 7:00 pm
6. STUDENT CALLING (con't)	45 minutes	7:00 pm - 7:45 pm
7. THE ABC PROGRAM	45 minutes	7:45 pm - 8:30 pm
8. Q & A	30 Mins	8:30 pm - 9:00 pm

DAY 3

1. WARM UP LINE DANCE	20 Mins	9:00 am - 9:20 am
2. STUDENT INFO /LICENSING	30 Mins	9:20 am -9:50 am
3 CALLING	45 Mins	9:50 am -10:35 am
BREAK	15 Mins	10:35 -am - 10:50 am
3. CALLING	45 Mins	11:00 am - 11:45 pm
4. Q & A / WRAP UP		11:45 am -12::00

OVERVIEW FOR A TWO DAY SCHOOL (Full Day, Full Day)
(Different sequence of sessions and times allotments)

DAY 1

TIMELINE

1. Registration , Welcome, Introductions, Overview (30 minutes)	(9 - 9:30 am)
2. Dance (1 hour 15 minutes)	(9:30 -10:45)
Break (15 minutes)	(10:45 -11:00)
3. Analysis of the Dance (1 hour)	(11:00 -12:00)
Q & A (15 minutes)	(12:00 -12:15)
Lunch Break (1 hour)	(12:15 - 1:15 pm)
4. Music and Calling (60 minutes)	(1:15 - 2:15)
5. Teach, Practise Dance (30 minutes)	(2:15 - 2:45)
Break (15 minutes)	(2:45 - 3:00)
6. Adapting a Poem to a Singing Call (1 hour)	(3:00 - 4:00)
7. Voice. Using a microphone. Setting up a Square (45 minutes)	(4:00 - 4:45)
Break (15 Min)	(4:45 - 5:00)
8. Q & A Student assignments (30 minutes)	(5:00 - 5:30)
Dinner Break (1 1/2 hours)	(5:30 - 7:00)
9. Students Calling (1 hour 30 minutes)	(7:00 - 9:00)
(12 hours) (8 3/4 hours Instruction)	

DAY 2

1. Students Calling (1 hour 30 minutes)	(9:00 - 10:30)
Break (15 Min)	(10:30 - 10:45)
2. Planning the Dance (45 minutes)	(10:45 - 11:30)
3. Music. Line Dances etc. (1 hour 15 minutes)	(11:30 - 12:45)
Lunch (1 hour)	(12:45 - 1:45)
4. Students Calling (1 hour)	(1:45 - 2:45)
Break (15 Min)	(2:45 - 3:00)
5. Students Calling (1 hour)	(3:00 - 4:00)
Break (15 Min)	(4:00 - 4:15)
6. The ABC Program (45 Minutes)	(4:15 - 5:00)
7. Licensing & Student Information Packages (30 minutes)	(5:00 - 5:30)
8. Q&A (Wrap up?)	(5:30 - 5:45)

The day could end here. If students wanted to continue after dinner then have Students Calling for an hour or so and then wrap up.

Dinner Break (1 1/4 hours)	(5:45 - 7:00)
9. Students Calling. (1 -1 1/4 hours)	(7:00 - 8:15)
10. Wrap up	(9 - 12 hours) (7 - 9 hours Instruction)

MUSIC AND DANCE SOURCES

DANCE:

Dancing For Busy People

Calvin Campbell, Ken Kernen & Bob Howell

A great collection of dances. Music is listed.

Available from:

Calvin Campbell,

343 Turf Lane,

Castle Rock, Colorado, USA 80108

cal@eazy.net

Dancing For Fun - variety dances for everyone

Another great collection of over 200 original dances with a CD of music also available. This CD has 27 tunes. Other music for the dances is listed.

Available from:

Jim New,

#101-100 Foxhaven Drive,

Sherwood Park, Alberta, Canada. T8A6B6

new1@telusplanet.net

Moving and Grooving: A Dance Programme for Schools and Community Groups

Description can be found at www.squaredance.bc.ca

Available from:

Nick & Mary Anne Turner

942 Soda Creek Road,

Williams Lake, B.C. Canada V2G 5E4

nmtturner@telus.net

MUSIC AND DANCE SOURCES:

The Lloyd Shaw Foundation,

Box 11, Macks Creek, MO, USA 65786 ((Catalogue available))

Kentucky Dance Foundation,

Stew Shacklette, 460 Long Needle Rd., Brandenburg, KY, USA

MUSIC SOURCE

Palomino Records

www.Dosado.com/Music Music@Dosado.com 1-502-543-1521

ABC SQUARE DANCING DVDS

ABC Patio Party Dance

Watch and hear ABC Square Dancing being called and danced.

Four DVDs with Jerry Story calling an "A" a "B" a "C" and an "ABC" Dance.

Available from Jerry Story at: <http://abcsquaredancing.com/>