

Student Guide – Part 2– Ruby Pin

# Changing Direction: Rock steps & pivots (Rebote & Ocho)

**Part 2 skill elements and concepts**

**In addition to Part 1 elements and concepts****,** **the student is expected to learn and demonstrate elements and concepts relating to Rebote and Ocho, integrated in a social dance setting.**

Rebote elements: rock step to collect; rock step into step; parallel system; repeat rock steps. All elements of the ocho cortado should be demonstrated: rock steps leader left forward/back; side rock step to the follower’s cross. Bonus: cross system, varied rebote timing, CBM, style.

Ocho elements and concepts: cross-system; directional lead/follow; floor craft; disassociation; pivots; step technique; axis and motion control.

## Four Connections

1. **S**elf: posture, balance, coordination, grounding, mental focus, navigation.
2. **P**artner: frame, dialogue, connectedness in motion, synchronization, contra-body motion.
3. **M**usic: rhythmic interpretation, melodic interpretation, continuity, suspension, syncopation.
4. **R**onda: Navigation, step size, motion control, safety, courtesy.

**Checklist of student actions to be taken**

Learn to apply the above listed elements and concepts   
▢ Attend the Social Dance Workshop

▢ Attend group lessons or private lessons, to learn the elements and concepts of this program. Lessons can be taken with one or more teachers. Lessons should be attended at least once a week.

▢ Practice between lessons to improve your proficiency in the skills that will be assessed.

▢ Attend practica sessions by yourself or with a partner. If going without a partner, be ready to practice on your own. Seek the advice of the practica supervisor as needed.

Prepare for the assessment

▢ Select a song to use during your dance demonstration in the assessment session. Select from the list of approved songs listed in this guide.

▢ Find a dance partner to dance with in the assessment session.

▢ Contact a CDTA-accredited teacher to book an assessment session and pay applicable fees. Incidental fees for additional costs may apply. (i.e. floor fee, etc.)

▢ Arrive 10 minutes early, before your scheduled assessment session with your dance partner.

 Assessment Request and Report – Part 2  
 Changing Direction: Rock steps & pivots (Rebote & Ocho)

Teacher & School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessment Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: Leader \_\_\_ Follower \_\_\_

Song names & Orchestras: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Skill elements and concepts assessed:** (Marks: 3 – Distinction, 2 –Proficient, 1 – Needs Improvement)

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| **Rebote and elements of the ocho** | Mark: \_\_\_\_\_\_\_\_ |
| Notes: |  |
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|  |  |
| **Four Connections:** 1st Self; 2nd Partner; 3rd Music; 4th Ronda | Mark: \_\_\_\_\_\_\_\_ |
| Notes: |  |
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|  |  |
| **Comments (Competencies, strengths and opportunities):** | **Ruby Pin awarded: YES NO** |