

# DANC M13A: TAP I - FUNDAMENTALS

**Originator**

bmegill

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Attach Support Documentation (as needed)**

Domains of the Learning Dance Rubric MC 2021.docx

Technique rubric MC Curriculum Assessment 2021.docx

**Discipline (CB01A)**

DANC - Dance

**Course Number (CB01B)**

M13A

**Course Title (CB02)**

Tap I - Fundamentals

**Banner/Short Title**

Tap I - Fundamentals

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Introduces the fundamentals of tap dance technique and performance. Emphasizes the rudiments of tap as the foundation for more advanced practices.

**Additional Catalog Notes**

This course requires the student to purchase or otherwise acquire tap dance shoes for successful completion of the course.

**Taxonomy of Programs (TOP) Code (CB03)**

1008.00 - Dance

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

Yes

**Select the other courses that make up this family**

DANC M13B - Tap II - Beginning

DANC M13C - Tap III - Intermediate Tap

DANC M13D - Tap IV - Advanced

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

8.75

**Maximum Contact/In-Class Lecture Hours**

8.75

**Activity****Laboratory****Minimum Contact/In-Class Laboratory Hours**

52.5

**Maximum Contact/In-Class Laboratory Hours**

52.5

**Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

61.25

**Total Maximum Contact/In-Class Hours**

61.25

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

17.5

**Maximum Outside-of-Class Hours**

17.5

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

78.75

**Total Maximum Student Learning Hours**

78.75

**Minimum Units (CB07)**

1.5

**Maximum Units (CB06)**

1.5

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | express an appreciation of dance as an art form and tap dance within the world of dance.  |
| 2 | explain musicality and its applications in dance performance, including how music is rhythmically structured and affects a dance performance. |
| 3 | perform a fundamental-level tap combination with sufficient overall fitness including strength, stretch, and endurance.                       |
| 4 | identify the rudiments of tap dance.  |

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

- |   |   |
|---|---|
| 1 | perform the rudiments of tap including, but not limited to: tap, brush, scuff, heel dig, toe jab, touch, stomp, stamp, shuffle, and flap.   |
| 2 | perform simple tap dance sequences that incorporate the rudiments and fundamental tap steps.  |
| 3 | demonstrate fundamental concepts of musicality in their performance, including counting the music, entering/dancing on their count and creating specific rhythmic patterns with their taps. |
| 4 | distinguish between duple and triple feel in the music and its subdivisions.  |
| 5 | identify and name the rudiments of tap and basic tap steps.   |
| 6 | perform a representative sample of the fundamental tap vocabulary in a formal or informal performance setting.  |
| 7 | outline the historical origins of tap dance and the key figures who influenced its development and practice.  |
| 8 | critique another dancer's performance in class or critique a live dance concert in terms of general dance principles and theatrical design.   |

## Course Content

### Lecture/Course Content

- (20%) Tap Dance Rudiments/Fundamentals  
Single sounds: brush, tap, touch, scuff, toe jab, heel drop, toe drop, pull/spank/back brush, heel dig, stomp, stamp.
- (10%) Tap Dance Fundamentals with two sounds  
Two sounds: Flap, shuffle, riff
- (20%) Compound Steps: buffalo, Irish, maxi ford, Shirley Temple, and time step.
- (30%) Traveling Patterns:  
variations on walks (heel toe, toe heel), flaps, flap ball change, stepping, hopping and leaping
- (10%) Musical Structures: duple and triple time, subdivisions of beats
- (10%) Historical and Current Practices in Tap Dance

### Laboratory or Activity Content

- (20%) Practice of tap dance rudiments/fundamentals in a warm up sequence.  
Single sounds: brush, tap, touch, scuff, toe jab, heel drop, toe drop, pull/spank/back brush, heel dig, stomp, stamp.
- (10%) Practice tap dance fundamentals with two sounds  
Two sounds: flap, shuffle, riff
- (20%) Practice of Compound Steps: buffalo, Irish, maxi ford, Shirley Temple, and time step.
- (30%) Practice of Traveling Patterns:  
variations on walks (heel toe, toe heel), flaps, flap ball change, stepping, hopping and leaping
- (5%) Practice identifying and dancing to different styles of music in duple and triple subdivisions (i.e. even flaps vs swung flaps).
- (15%) Practicing choreography for a formal or informal performance/sharing.

## Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression  
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Group projects  
Individual projects  
Journals  
Oral presentations  
Performances  
Quizzes  
Recitals  
Reports/papers  
Research papers  
Skills demonstrations  
Written analyses  
Other (specify)

Classroom Discussion  
 Projects  
 Participation  
 Reports/Papers/Journals

### Other

Dance performance

Instructor will assess student level of performance according to the department rubric for technique courses as attached to this COR, addressing the interwoven components of the dancer's performance in sequencing/memory, alignment and facility, coordination/agility, musicality, and expression/embodiment. This rubric allows space for students to self-direct their learning toward their areas of weakness and interests for skills development and performance.

## Instructional Methodology

### Specify the methods of instruction that may be employed in this course

Audio-visual presentations  
 Class activities  
 Class discussions  
 Collaborative group work  
 Demonstrations  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers  
 Internet research  
 Laboratory activities  
 Large group activities  
 Lecture  
 Modeling  
 Observation  
 One-on-one conference  
 Readings  
 Small group activities

### Describe specific examples of the methods the instructor will use:

Instructor leads the students in a physical warm up by modeling, verbal cuing, or other methods of direction. Instructor offers personalized feedback to students to improve their unique skills for the genre of dance at the designated level. Instructor will teach a series of combinations or a large final dance for the class to perform.

## Representative Course Assignments

### Writing Assignments

1. research and write about a historical figure in tap.
2. document, notate, or journal about the sequences or choreography from class.
3. write a critique on a tap dance performance or film.

### Critical Thinking Assignments

1. choreograph a short tap dance sequence utilizing the rudiments learning and practices in the warm up.
2. write a critique of a tap dance performance or film.
3. research a historical figure in tap and analyze the contributions of their work.

### Reading Assignments

1. Read a brief article on the origins of tap dance.
2. Read an autobiographical article or book on a tap dancer of their choice.

### Skills Demonstrations

1. perform the basic rudiments of tap dance.
2. improvise with the rudiments at an introductory level.
3. identify duple and triple meter.

## Outside Assignments

### Representative Outside Assignments

1. rehearse tap dance rudiments and compound steps for fluency and performance.
2. document classroom sequences or choreography for study and performance.
3. view and analyze videos of tap performances.

## Articulation

### Equivalent Courses at 4 year institutions

| University     | Course ID | Course Title            | Units |
|----------------|-----------|-------------------------|-------|
| CSU Long Beach | DANC 117  | Beginning Tap Technique | 2     |
| CSU Sacramento | DNCE 4A   | Tap Dance Level IA      | 2     |
| UC Irvine      | DANCE 52A | Workshop in Tap I       | 2     |

### Comparable Courses within the VCCCD

DANC V13A - Tap I

## District General Education

### A. Natural Sciences

### B. Social and Behavioral Sciences

### C. Humanities

#### C1. Fine/Performing Arts

Proposed

### D. Language and Rationality

### E. Health and Physical Education/Kinesiology

#### E2. Physical Education

Approved

### F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

## CSU GE-Breadth

### Area A: English Language Communication and Critical Thinking

### Area B: Scientific Inquiry and Quantitative Reasoning

### Area C: Arts and Humanities

### Area D: Social Sciences

### Area E: Lifelong Learning and Self-Development

#### E Lifelong Learning and Self-Development

Approved

## Area F: Ethnic Studies

### CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

#### UC TCA

UC TCA  
Approved

#### IGETC

#### Area 1: English Communication

#### Area 2A: Mathematical Concepts & Quantitative Reasoning

#### Area 3: Arts and Humanities

#### Area 4: Social and Behavioral Sciences

#### Area 5: Physical and Biological Sciences

#### Area 6: Languages Other than English (LOTE)

#### Textbooks and Lab Manuals

##### Resource Type

Textbook

##### Description

Seibert, Brian. *What the Eye Hears: A History of Tap Dancing*. Farrar, Straus and Giroux, 2015.

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##### Resource Type

Textbook

##### Description

Gray, Acia. *The Souls of Your Feet: A Tap Dance Guidebook for Rhythm Explorers*. Grand Weaver's, 2002.

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##### Resource Type

Textbook

##### Description

Fletcher, Beverly. *Tapworks: A Tap Dictionary and Reference Manual*. 2nd ed., Princeton Book, 2002.

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## Library Resources

### Assignments requiring library resources

Research, using the Library's print and online resources, a figure in tap dance history.

### Sufficient Library Resources exist

Yes

### Example of Assignments Requiring Library Resources

Analyze professionally choreographed dance pieces from the library resources (either DVD or streaming video). Students will use guided assignments to analyze the dancer's sequencing and memory, coordination and agility, facility and alignment, musicality, and expression and embodiment as it relates to tap dance technique and aesthetics.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

| Method of Instruction                        | Document typical activities or assignments for each method of instruction   |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Find and select an sample video of either theatrical or rhythm tap dance from the web.  |
| E-mail                                       | Instructor and student will correspond about questions, meetings, assignments, or other course related concerns as needed throughout the course.  |
| Other DE (e.g., recorded lectures)           | Review the recorded lecture and associated powerpoint for tap dance rudiments. Categorize each of the rudiments into those that rebound off the floor, those that stay in contact with the floor, and those that take the weight in a change of support.    |
| Other DE (e.g., recorded lectures)           | Dance through the "Warm up series 1" video and comment about one thing you would like to work on in your performance. What challenges do you face with this movement and what self guided work might you be able to do to improve your overall performance? |

#### 100% online Modality:

| Method of Instruction                        | Document typical activities or assignments for each method of instruction   |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Find and select an sample video of either theatrical or rhythm tap dance from the web. Identify the characteristic(s) of the style in the video and the logic behind your decision.   |
| E-mail                                       | Instructor and student will correspond about questions, meetings, assignments, or other course related concerns as needed throughout the course.  |
| Other DE (e.g., recorded lectures)           | Review the recorded lecture and associated powerpoint for tap dance rudiments. Categorize each of the rudiments into those that rebound off the floor, those that stay in contact with the floor, and those that take the weight in a change of support.    |
| Other DE (e.g., recorded lectures)           | Dance through the "Warm up series 1" video and comment about one thing you would like to work on in your performance. What challenges do you face with this movement and what self guided work might you be able to do to improve your overall performance? |



**Video Conferencing**

Attend the synchronous video conference with the class. Follow along the guided warm up. Complete the improvisational and choreographic tasks provided by the instructor. Observe your peers and discuss areas for growth in performance.

**Examinations****Hybrid (1%–50% online) Modality**

On campus  
Online

**Primary Minimum Qualification**

DANCE

**Review and Approval Dates****Department Chair**

11/29/2021

**Dean**

11/29/2021

**Technical Review**

12/02/2021

**Curriculum Committee**

12/07/2021

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000427367

**DOE/accreditation approval date**

MM/DD/YYYY