

# DANC M13B: TAP II - BEGINNING

## Originator

bmegill

## 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)

M13B

## Course Title (CB02)

Tap II - Beginning

## Banner/Short Title

Tap II - Beginning

## Credit Type

Credit

## Start Term

Fall 2022

## Catalog Course Description

Further develops tap dance technique at the beginning level. Focuses on the development of the motor skills and coordination of the dancers, expanding their tap dance vocabulary and fluency as performers. Integrates elements of style in performance and contextualizes the dance through historical awareness.

## Additional Catalog Notes

This course requires the student 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 M13A - Tap I - Fundamentals

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

**Advisories on Recommended Preparation**

DANC M13A

**Requisite Justification****Requisite Type**

Recommended Preparation

**Requisite**

DANC M13A

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Closely related lecture/laboratory course

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

- |   |  |
|---|--|
| 1 | demonstrate the overall fitness level including strength, agility, and endurance to perform a beginning level tap dance combination. |
| 2 | recreate rhythms with an awareness of duple and triple subdivision of the beat.  |
| 3 | analyze dance as an art form and the role of tap dance within the world of dance.  |
| 4 | identify and name or perform beginning level tap steps and their components (rudiments).   |

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

- |   |  |
|---|--|
| 1 | perform beginning tap vocabulary focusing on increased proficiency in the rudiments or building blocks including, but not limited to: step, stomp, tap, touch, heel dig, brush, pull/spank, shuffle, flap, ball change etc.            |
| 2 | recreate rhythms as presented in beginning tap choreography and demonstrate an understanding of meter, tempo, beat, and subdivisions in both duple and triple meter.   |
| 3 | identify and perform common tap patterns including, but not limited to, maxi ford, buffalo, Shirley Temple, single and double time step, perrididdle/paddle and roll, and draw backs with greater ease, increased tempo, and accuracy. |
| 4 | perform beginning tap combinations with a sense of fluency, ease, energy, and style.   |
| 5 | work collaboratively in groups and as a member of an ensemble.   |
| 6 | identify the fundamental historical and musical underpinnings of tap dance as a genre.   |
| 7 | improvise simple rhythms in short, structured, improvisational exercises.  |
| 8 | critique the performance elements of a dance concert including style, performance energy, rhythm, and ensemble as it relates to tap dance and beyond.  |

**Course Content****Lecture/Course Content**

1. (25%) -Technique of the warm up/rudiments for ease, fluidity, and speed.
2. (25%) - Variations on the time step and other compound dance steps, including but limited to buffalo, Shirley Temple/Broadway, and maxi fords
3. (25%) - Rhythm, musicality and musicianship as a tap dancer; making rhythms, recreating rhythms, dividing time into duple and triple meter
4. (25%) - Historical context of tap dance as a genre and the performative aspects associated with the art form as seen in live performance and video documentation

**Laboratory or Activity Content**

1. (20%) - Warm up, incorporating and practicing the rudiments of tap for ease, fluidity and speed.
2. (20%) - Practice rhythm, musicality and musicianship as a tap dancer; making rhythms, recreating rhythms, dividing time into duple and triple meter
3. (20%) - Learn and practice common dance patterns, including variations on fundamental steps like maxi ford, paddle and roll/ perrididdle, Shirley Temple, buffalo and single and double time steps
4. (20%) - Locomotor patterns/across the floor exercises
5. (20%) - Learn and practice cumulative dance combinations that incorporate stationary and traveling patterns from both fundamental and beginning tap movement vocabulary

**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 analysis/critiques  
 Quizzes  
 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  
 Group discussions  
 Guest speakers  
 Internet research  
 Laboratory activities  
 Large group activities  
 Lecture  
 Modeling  
 Observation  
 One-on-one conference  
 Small group activities  
 Other (specify)

**Specify other method of instruction**

Improvisational structures

**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 relating it to the student's personal growth and improvement in their tap dance skills.

**Critical Thinking Assignments**

1. choreograph a short tap dance sequence in either duple or triple time.
2. identify and analyze various styles and elements of tap technique and performance as related to self-determined areas for improvement.
3. synthesize longer tap combinations into a performance.

**Reading Assignments**

1. Read an article on the stylistic differences between theatrical tap and rhythm tap.
2. Read an autobiographical article or book on a tap dancer of their choice.

**Skills Demonstrations**

1. perform the basic rudiments of tap dance and beginning level steps.
2. improvise with the rudiments and beginning level steps at an introductory level.
3. perform a very simple rudiment (such as a flap or shuffle) in both duple and triple meter.

**Outside Assignments****Representative Outside Assignments**

1. rehearse combinations or performance material.
2. develop a short tap sequence/combination with a small group or partner.
3. attend a dance performance or master class that relates to tap dance and related genres of dance performance.

**Articulation****Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Fullerton	DANC 242	Tap Dance II	2
CSU Sacramento	DNCE 4B	Tap Dance Level IB	2
UC Irvine	DANCE 52B	Workshop in Tap I	2

**Comparable Courses within the VCCCD**

DANC V13B - Tap II

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****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.**Resource Type**

Textbook

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

Textbook

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

## Library Resources

### Assignments requiring library resources

Research for reports on a historical figure in tap using the Library's print and online resources. Review and analyze a tap dance or musical theater video, possibly from the Library's video reserve collection.

### 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 and beyond.

## 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. Identify the characteristic(s) of the style in the video and the logic behind your decision.
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.
E-mail	Instructor and student will correspond about questions, meetings, assignments, or other course related concerns as needed throughout the course.

#### 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.



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.
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)	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

CCC000433008

### DOE/accreditation approval date

MM/DD/YYYY