

DANC M13C: TAP III - INTERMEDIATE TAP

Originator

bmegill

Co-Contributor(s)
Name(s)

Bowen, Nathan (nbowen)

Salas, Robert (rsalas)

Kaprelian, Danielle (dkaprelian)

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)

M13C

Course Title (CB02)

Tap III - Intermediate Tap

Banner/Short Title

Tap III - Intermediate Tap

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Builds upon basic tap vocabulary and techniques. Introduces musical theory concepts as they apply to the syncopated rhythms of tap dance providing an opportunity to further develop motor coordination and rhythm. Explores the fusion of tap with other dance techniques.

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 M13B - Tap II - Beginning

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

Prerequisites

DANC M13B or commensurate skills demonstration

Advisories on Recommended Preparation

DANC M11B

Entrance Skills

Entrance Skills

DANC M13B

Prerequisite Course Objectives

DANC M13B- critique the performance elements of a dance concert including style, performance energy, rhythm, and ensemble as it relates to tap dance and beyond.

DANC M13B- improvise simple rhythms in short, structured, improvisational exercises.

DANC M13B- identify the fundamental historical and musical underpinnings of tap dance as a genre.

DANC M13B- work collaboratively in groups and as a member of an ensemble.

DANC M13B- perform beginning tap combinations with a sense of fluency, ease, energy, and style.

DANC M13B- 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.

DANC M13B- recreate rhythms as presented in beginning tap choreography and demonstrate an understanding of meter, tempo, beat, and subdivisions in both duple and triple meter.

DANC M13B- 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.

Requisite Justification

Requisite Type

Prerequisite

Requisite

DANC M13B

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Requisite Type

Recommended Preparation

Requisite

DANC M11B

Requisite Description

Course not 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 define syncopation within tap dance musicality.
- 2 perform intermediate tap dance choreography with the requisite fitness level for an intermediate level dancer.
- 3 participate in improvisational tap dance settings.
- 4 express an appreciation of dance as an art form and tap dance within the world of dance.

Course Objectives

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

- 1 identify intermediate tap steps and names, including, but not limited to the various fusion forms and styles of tap such as musical theater, soft shoe, clogging (Irish and American), hip hop, and rhythm tap.
- 2 memorize and recall intermediate tap steps and names as evidenced in their performance.

- | | |
|---|---|
| 3 | demonstrate coordination and rhythmic accuracy (including syncopated patterns) in an intermediate-level tap combination; these patterns or combinations can be presented separately or as part of a complete dance routine for class/outside presentation(s). |
| 4 | choreograph a brief intermediate level tap dance sequence alone, with a partner, or with a small group. |
| 5 | participate in an improvisational tap dance setting. |
| 6 | demonstrate physical conditioning as needed to successfully execute intermediate-level tap choreography. |
| 7 | distinguish tap dance as a cultural practice and theatrical art form within the world of dance. |

Course Content

Lecture/Course Content

1. (20%) Warm-up routine as a review of fundamental and beginning tap steps (individual and combinations); adding new and more intricate steps as students show readiness.
2. (30%) Intermediate tap dance routine for a final dance presentation/performance
3. (20%) Various tap styles; lecture and discussion on the historical aspects of tap dance; encourage individual student presentations utilizing the various styles of tap dance
4. (10%) Musical forms and terminology including the importance of syncopation and accents in tap dance
5. (20%) Student and Instructor determined learning goals to improve performance at the intermediate level taking into consideration the student's aptitude in sequencing and memory, coordination and agility, facility and alignment, musicality, and expression and embodiment as it relates to tap dance and beyond. Focus on dynamics, weight changes and breathing for proper dance form; add new steps into more intricate steps as student shows readiness.

Laboratory or Activity Content

1. (20%) Practice of intermediate tap dance skills in both a "drill" and choreographic setting
2. (5%) Practice improvisational techniques
3. (10%) Work in pairs or small groups to improve musicality, accuracy, speed and fluency in performance
Listen and critique others' performance
4. (30%) Rehearsal of culminating dance sequence for a formal or informal performance setting
5. (15%) Practice performing in a specific historical era/style within the tap dance genre
6. (20%) Practice musicality in performance of set sequence of steps or improvisational exercise

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
Objective exams
Performances
Portfolios
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
 Demonstrations
 Distance Education
 Field trips
 Group discussions
 Guest speakers
 Internet research
 Laboratory activities
 Lecture
 Modeling
 Observation
 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, journal or journal about otherwise document 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 in a mix of duple and triple time.
2. improvise according to the established structure and relevant musical forms.
3. synthesize intermediate tap vocabulary into a choreographed sequence.
4. perform a critical analysis/review of outside performances in tap dance.

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 an intermediate level tap dance sequence, with attention to self-defined areas of growth.
2. improvise in a call and response setting.

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. participate in tap master classes as offered either on or off campus in a dance class setting.
 4. participate in a final "live" dance performance setting on a stage with an audience in attendance.
- attend/visit a dance performance directly related to the written critique/analysis.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Long Beach	DANC 217	Intermediate Tap Technique	2
CSU Sacramento	DNCE 4C	Tap Dance Level IC	2
UC Irvine	DANCE 52C	Workshop in Tap I	2

Comparable Courses within the VCCCD

DANC V13C - Tap III

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:

F2001

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

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

Resource Type

Textbook

Description

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

Library Resources

Assignments requiring library resources

Research, using the Library's print and online resources, on a historical aspect or figure in tap dance.

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 peer and discussion 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

CCC000429552

DOE/accreditation approval date

MM/DD/YYYY