

# DANC M13D: TAP IV - ADVANCED

**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)**

M13D

**Course Title (CB02)**

Tap IV - Advanced

**Banner/Short Title**

Tap IV - Advanced

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Develops tap dance vocabulary and techniques at the advanced-level. Presents challenging syncopated rhythms and high-level motor coordination. Integrates the performance of tap tricks including pick ups, pull backs and wings, into complex rhythmic patterns. Emphasizes stylistic elements in various historical contexts. Furthers the development of the individual in choreographing for tap dance.

**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 M13A - Tap I - Fundamentals

DANC M13B - Tap II - Beginning

DANC M13C - Tap III - Intermediate Tap

**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 M13C or commensurate skills demonstration

**Advisories on Recommended Preparation**

DANC M11C

## Entrance Skills

### Entrance Skills

DANC M13C

### Prerequisite Course Objectives

DANC M13C-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.

DANC M13C-memorize and recall intermediate tap steps and names as evidenced in their performance.

DANC M13C-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).

DANC M13C-choreograph a brief intermediate level tap dance sequence alone, with a partner, or with a small group.

DANC M13C-participate in an improvisational tap dance setting.

DANC M13C-demonstrate physical conditioning as needed to successfully execute intermediate-level tap choreography.

DANC M13C-distinguish tap dance as a cultural practice and theatrical art form within the world of dance.

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

DANC M13C

### Requisite Description

Course in a sequence

### Level of Scrutiny/Justification

Closely related lecture/laboratory course

### Requisite Type

Recommended Preparation

### Requisite

DANC M11C

### 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 | perform advanced/intermediate tap dance choreography with the requisite overall fitness level including strength, stretch and endurance. |
| 2 | keep time while dancing without speeding up or slowing down.   |
| 3 | participate in a variety of improvisational tap dance settings.  |
| 4 | demonstrate personal style as a tap dancer utilizing fusion forms and various styles of tap.   |

### Course Objectives

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

- |   |  |
|---|--|
| 1 | perform advanced tap vocabulary focusing on increased speed, use of dynamics within a pattern and appropriate stylistic use of the upper body. |
| 2 | recreate complex rhythms as presented in advanced tap choreography, demonstrating a developed understanding of syncopation in its many forms.  |

- |   |   |
|---|---|
| 3 | perform common tap tricks including, but not limited to: wings, pull backs (single and double), toe stands, turns and slides. |
| 4 | work collaboratively in groups and as a member of an ensemble.  |
| 5 | identify the historical and musical underpinnings of different styles within the tap dance genre.                             |
| 6 | improvise rhythms and create choreography commensurate with their skill level.  |
| 7 | critique the performance elements of a dance concert including style, performance energy, rhythm and ensemble.                |

## Course Content

### Lecture/Course Content

1. (35%) - Rhythm, musicality and musicianship as a tap dancer; making rhythms, recreating rhythms, dividing time into duple and triple meter
2. (30%) - Improvisation: recreating rhythm, creating new rhythms, theme and variation, syncopation, and personal expression
3. (35%) - Historical eras that led to the stylistic divisions within tap as a genre

### Laboratory or Activity Content

1. (20%) - Practice of advanced level tap dance skills through a warm up and choreographic setting. Steps may include:
  - a. Tricks: pull backs, wings, pick ups, slides, etc.
  - b. Time steps and its variations: stomp, pick up, shuffle, traveling.
  - c. Turning and traveling: across the floor exercises that demand balance, the use of spotting, and accuracy in rhythm
2. (5%) - Practice improvisational techniques in a variety of improvisational structures such as call and response, passing the 4s, keeping time, and tap battling.
3. (10%) - Work in pairs or small groups to improve musicality, accuracy, speed and fluency in performance; listen and critique others' performance
4. (30%) - Rehearse culminating dance sequence incorporating a range of vocabulary, rhythms, full body involvement and style 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  
Oral presentations  
Performances  
Quizzes  
Recitals  
Reports/papers  
Research papers  
Skills demonstrations  
Written analyses  
Other (specify)  
Classroom Discussion  
Projects  
Participation  
Reports/Papers/Journals

### Other

Improvisational structures.  
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  
 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. keep a journal on student progress.
2. document, notate the sequences or choreography from class.
3. write a report on a historical figure in tap, style of tap, or technique of tap.
4. 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. create a tap dance solo using a variety of steps and musical structures.
2. improvise while adhering to the style, tempo, and rhythm of the music; create a problem solving approach to the impromptu performance.
3. participate in discussions related to the fusion of tap dance with other dance techniques, analyzing and identifying various styles and elements of tap technique and performance.

### Reading Assignments

1. Read an article about the social political issues of social justice surrounding minstrel and Vaudeville performers.
2. Read an autobiographical article or book on a tap dancer of their choice

### Skills Demonstrations

1. perform the warm up with attention to self-directed learning goals related to sequencing and memory, coordination and agility, facility and alignment, musicality, and expression and embodiment to meet the advanced level standards.
2. improvise while adhering to the style, tempo, and rhythm of the music; create a problem solving approach to the impromptu performance.

## 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.

## Articulation

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Sacramento	DANC 14A	Tap Dance Level IIA	2

### Comparable Courses within the VCCCD

DANC V13D - Tap IV

### Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Orange Coast College	DANC A246	Tap IV	1
Pasadena City College	DANC 006D	Tap Dance IV	1
Saddleback College	DANC 75	Advanced Tap dance	1
Golden West College	DANC G215	Tap Ballet 3 - Advanced	2

## 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.

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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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##### 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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## Library Resources

### Assignments requiring library resources

Students may be assigned to research, using the Library's print and online resources, and report on a historical figure in tap or an era in tap history. Students will view dance videos on reserve in the Library as a part of their observation and analysis of tap dance as a discipline and art form.

### 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.
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.
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?

Other DE (e.g., recorded lectures)

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

CCC000435327

### DOE/accreditation approval date

MM/DD/YYYY