

DANCE 68.1 Course Outline as of Fall 2022**CATALOG INFORMATION**

Dept and Nbr: DANCE 68.1 Title: RHYTHM TAP DANCE I

Full Title: Rhythm Tap Dance I

Last Reviewed: 2/28/2022

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50	Lecture Scheduled	0.75	17.5	Lecture Scheduled	13.13
Minimum	1.50	Lab Scheduled	2.25	6	Lab Scheduled	39.38
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 26.25

Total Student Learning Hours: 78.75

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 22 - 4 Times in any Comb of Levels

Also Listed As:

Formerly: DANCE 18.1

Catalog Description:

In this course, students will develop the fundamental skills for beginning level tap dance. Students will also learn and refine the underlying foundations of tap dance techniques and terminology and continue to develop a greater understanding of both classic and rhythm tap dance. While learning to achieve greater clarity of sound and development of enhanced dynamics, tone and shading, students will gain a greater awareness of the range of steps and sounds within tap dance technique. Students will develop ankle and knee flexibility, improved overall bodily coordination, and a greater understanding of musicality in relationship to the rhythms. Students are encouraged to explore their unique individuality through tap combinations while gaining confidence and attempting new challenges. Students will be required to wear tap shoes for this class.

Prerequisites/Corequisites:**Recommended Preparation:****Limits on Enrollment:**

Schedule of Classes Information:

Description: In this course, students will develop the fundamental skills for beginning level tap dance. Students will also learn and refine the underlying foundations of tap dance techniques and terminology and continue to develop a greater understanding of both classic and rhythm tap dance. While learning to achieve greater clarity of sound and development of enhanced dynamics, tone and shading, students will gain a greater awareness of the range of steps and sounds within tap dance technique. Students will develop ankle and knee flexibility, improved overall bodily coordination, and a greater understanding of musicality in relationship to the rhythms. Students are encouraged to explore their unique individuality through tap combinations while gaining confidence and attempting new challenges. Students will be required to wear tap shoes for this class. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: 4 Times in any Comb of Levels

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 2022	Inactive:
UC Transfer:	Transferable	Effective: Fall 2022	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Learn historical and contemporary rhythm tap dance techniques within the context of the stylistic genre and historical lineage.
2. Articulate greater flexibility and strength in the lower leg and entire body enhancing their performance of the given tap dance material.
3. Develop concepts of tap dance movements, qualitative changes in sounds, greater use of musicality and a variety of choreographic structures through performance and observations of performance.
4. Develop musicality, dynamics, clarity, and articulation in tap combinations.

Objectives:

In order to achieve these learning outcomes, during the course students will:

1. Perform proper tap dance technique within warm-ups and combinations.
2. Develop improved strength, flexibility, and rhythmic understanding.
3. Demonstrate basic combinations utilizing beginning tap dance vocabulary.

4. Examine basic historical and cultural contexts of tap dance.

Topics and Scope:

- I. Tap Dance Overview
 - A. Historical figures
 - B. Cultural contexts
 - C. Origins of tap dance styles
- II. Traditional Tap Dance Technique and Choreography
 - A. Brush
 - B. Spank
 - C. Flap
 - D. Shuffle
 - E. Toe drop
 - F. Heel drop
 - G. Ball change
 - H. Stomp
 - I. Stamp
 - J. Back essence
 - K. Susie Q
 - L. Waltz Clog
 - M. Soft Shoe
 - N. Cramp roll
 - O. Maxi-Ford
 - P. Shim Sham
 - Q. Time step (single, double, triple)
- III. Body Mechanics for Technical Tap Skills
 - A. Breathing
 - B. Focus
 - C. Dynamics
 - D. Weight transfer: slow to medium tempo
 - E. Sound manipulation
 - F. Phrasing
 - G. Performance qualities
- IV. Locomotive Skills
 - A. Flap heels
 - B. Running flaps
 - C. Shuffle ball changes
 - D. Front and back Irish
 - E. Traveling lateral spank
 - F. Single time step with shuffle
 - G. Shuffle off to Buffalo
 - H. Various tap turns

All topics are covered in the lecture and lab portions of the course.

Assignment:

- I. Lecture Assignments - Writing Assignments
 - A. Journal assignments
 - B. Literature reading and written responses

C. Outline the historical origins of tap dance and the key figures who influenced its development and practice.

D. Critique another dancer's performance in class or critique a live dance concert in terms of general dance principles and theatrical design.

II. Lab and Lecture Assignments - Participation

A. Increase the ability to define and demonstrate strength, balance and range of sounds, through class participation in warm-ups, across the floor activities, and center combinations.

B. Perform the rudiments of tap including, but not limited to: tap, brush, scuff, touch, stomp, stamp, shuffle and flap.

C. Foster the development of the tap dance performer through awareness of steps, rhythms, tone and qualitative shading.

D. Learn historical and contemporary rhythm tap dance techniques within the context of the stylistic genre and historical lineage.

E. Develop concepts of tap dance movements, qualitative changes in sounds, greater use of musicality and a variety of choreographic structures.

III. Lab Assignments - Skill Demonstration

A. Perform a representative sample of the fundamental tap vocabulary in a formal or informal performance setting.

B. Choreograph a short tap dance sequence in either duple or triple time.

C. 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.

D. Articulate greater flexibility and strength in the lower leg and entire body enhancing their performance of the given tap dance material.

E. Illustrate understanding of rhythmic weight changes and beginning musical skills.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Literature reading and responding, Journaling

Writing
5 - 10%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, Performance exams

Skill Demonstrations
40 - 50%

Exams: All forms of formal testing, other than skill performance exams.

None

Exams
0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and Participation

Other Category 40 - 50%

Representative Textbooks and Materials:

What the Eye Hears: A History of Tap Dancing. Reprint ed. Seibert, Brian. Farrar, Straus and Giroux. 2016

Tap Dancing America: A Cultural History, Illustrated ed. Hill, Constance Vallis. Oxford University Press. 2014 (classic)