

<b>Course Title</b>	<b>TAP MIDDLE SCHOOL 1A/B</b>	
<b>Course Abbreviation</b>	<b>TAP MS 1A/B</b>	
<b>Course Code Number</b>	190301/02	
<b>Special Notes</b>	Year Course. No Prerequisite.	
<b>Course Description</b>	This course is designed to introduce students to the technique, vocabulary, and historical/cultural development of tap dance. Emphasis will be placed on rhythm, syncopation, timing, coordination and listening skills through warm up exercises and tap combinations. Students will research and study legendary figures that have influenced the development of tap from its African/Irish/American roots to the late 1900's. Music terminology and musical genres that have influenced tap will also be covered.	
<b>California Content Standards</b>	<p>The <i>California Dance Content Standards</i> below identify those standards that students are expected to master upon successful completion of this course.</p> <p><b>Artistic Perception</b></p> <p>1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <p>1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</p> <p><b>Creative Expression</b></p> <p>2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.</p> <p>2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p> <p>2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p> <p>2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.</p> <p>2.6 Collaborate with others in preparing a dance presentation for an audience ( short informal dance, lecture/demo, evening concert). 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p> <p><b>Historical and Cultural Context</b></p> <p>3.3 Explain how dance functions among people of different age groups, including their own.</p> <p><b>Aesthetic Valuing</b></p> <p>4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).</p> <p><b>Connections, Relationship, Application</b></p> <p>5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p> <p>5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p>	
<b>Instructional Units/Pacing Plan</b>	<b>Instructional Units</b> Topics should be presented in an integrated manner where possible. Time spent on each unit is to be based upon the needs of the student and the instructional program.	<b>Suggested Percentage of Instructional Time</b>
	Tap Technique & Terminology Rhythm analysis and musicality Improvisation and Composition Evolution of Tap and Tap legends	60 10 15 15
<b>Representative Objectives</b>	<p><i>The student will be able to</i></p> <ul style="list-style-type: none"> <li>• Expand movement skills and demonstrate increasing physical control.</li> <li>• Apply basic terminology when discussing topics related to tap dance.</li> <li>• Study and discuss the role dance plays in informing people about some aspects of cultures and time periods other than their own.</li> <li>• Describe and analyze the interpersonal issues and skills needed and used in tap</li> </ul>	

	<p>dance activities, and discuss the application of those skills in everyday life.</p> <ul style="list-style-type: none"> <li>• Make informed judgments about the form, content, specific techniques, choreography, and purpose of works in tap dance.</li> <li>• Rehearse and revise dances for the purpose of performing them for an audience.</li> </ul>
<b>Representative Performance Skills</b>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>• Perform tap dance combinations with proper weight shift and body positioning.</li> <li>• Originate rhythmic, spatial, and energy patterns.</li> <li>• Choreograph short dance routines using the tap idiom.</li> <li>• Apply appropriate musical phrasing/rhythmic accent as called for in any given sequence.</li> <li>• Analyze the function of dance in people's lives.</li> <li>• Demonstrate knowledge of the sequential history of tap and the cultural influences that contributed to its development.</li> <li>• Evaluate personal growth as a dancer.</li> </ul>
<b>Suggested Texts &amp; Materials</b>	<p>McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education. Human Kinetics.</i></p> <p>Fletcher, Beverly. Tapworks: A Tap Dictionary and Reference Manual.</p> <p>Gray, Acia. The Souls of Your Feet: A Tap Dance Guidebook for Rhythm Explorers.</p> <p>West, Colleen N. Tap Dance Fundamentals.</p> <p>Knowles, Mark. The Tap Dance Dictionary.</p> <p>Frank, Rusty. TAP! The Greatest Tap Dance Stars and Their Stories.</p> <p>Feldman, Anita. Inside Tap. Technique and Improvisation for Today's Tap Dancer.</p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p>
<p><b><u>Credentials Required to Teach this Course</u></b></p> <p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	