

Course Title	TAP DANCE 2A/2B	
Course Abbreviation	TAP DANC SH 2A/2B	
Course Code Number	190315/16	
Special Notes	Year Course. Prerequisite: Tap Dance I or approval of instructor.	
Course Description	The purpose of this course is to expand and refine the student's technical skills in tap dance and to broaden their tap vocabulary. Emphasis will be placed on style, complex rhythms, velocity-building exercises, pick up skills, sound quality, and articulation. Choreographic principles and improvisation exercises will provide students opportunities for self-expression and creativity. Contemporary tap figures, tap in musical theatre, as well as, current trends will also be studied.	
California Content Standards	<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>Artistic Perception</p> <p>1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).</p> <p>1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.</p> <p>Creative Expression</p> <p>2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.</p> <p>Historical and Cultural Context</p> <p>3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.</p> <p>3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.</p> <p>Aesthetic Valuing</p> <p>4.1 Critique dance works to improve choreographic structure and artistic presence.</p> <p>4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).</p> <p>Connections, Relationship, Application</p> <p>5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).</p>	
Instructional Units/Pacing Plan	Instructional Units 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.	Suggested Percentage of Instructional Time
	Intermediate Tap Technique & Terminology Contemporary tap figures (e.g., Gregory Hines, Savion Glover, etc.) & current trends (e.g., musical theatre, funk, hip hop, etc.) Application of the principles of the science disciplines to tap technique Use of theatrical/music elements in dance production Stage Improvisation and Choreography	55 10 5 15 15
Representative Objectives	<p><i>The student will be able to</i></p> <ul style="list-style-type: none"> • Use finer discriminations and demonstrate a wider range in the use of time, space, and energy (force). • Expand dance terminology to describe and analyze how movements look and feel. • Examine the process of creating a dance work focusing on the stages of exploration, improvisation, phrasing, sequencing, development, reflection, and refinement. • Use an increasingly wide variety of movements as a means of artistic expression. • Compare and contrast the differences between personal discovery and imitation. • Apply the principles from scientific disciplines to tap technique and movement. 	

	<ul style="list-style-type: none"> • Apply both theatrical and technological elements to create works in the tap idiom.
Representative Performance Skills	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Perform set movement with confidence/full engagement. • Respond spontaneously and imaginatively to improvisational prompts. • Make informed judgments about the form, content, specific techniques, choreography, and purpose of works in tap dance. • Improvise for increasingly longer periods of time with an increasingly diverse range of stimuli. • Demonstrate familiarity/understanding of tap dance as a means of expression/communication in current and historical contexts. • Develop and apply appropriate criteria in critiquing their own work or the work of others. • Journal an analysis of the challenges in accomplishing dance and dance related tasks in reasonable time periods.
Suggested Texts & Materials	<p><i>McCutchen, Brenda Pugh. 1943. Teaching Dance as Art in Education. Human Kinetics.</i></p> <p><i>Fletcher, Beverly. Tapworks: A Tap Dictionary and Reference Manual.</i></p> <p><i>Gray, Acia. The Souls of Your Feet: A Tap Dance Guidebook for Rhythm Explorers.</i></p> <p><i>West, Colleen N. Tap Dance Fundamentals.</i></p> <p><i>Knowles, Mark. The Tap Dance Dictionary.</i></p> <p><i>Frank, Rusty. TAP! The Greatest Tap Dance Stars and Their Stories.</i></p> <p><i>Feldman, Anita. Inside Tap. Technique and Improvisation for Today's Tap Dancer.</i></p> <p><i>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</i></p>
<p><u>Credentials Required to Teach this Course</u></p> <p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	