

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Humanities
Department: Dance
Course ID: DANCE 107x2
Course Title: Tap Dance
Units: 2
Lecture: None
Laboratory: 6 Hours
Prerequisite: None

- B. Catalog Description:
A comprehensive study and practice of tap as presented through physical strengthening, rhythmic awareness, and the learning of tap combinations and routines, vocabulary, and stylistic concerns. This course may be taken two times.

- C. Schedule Description:
A comprehensive study and practice of tap as presented through physical strengthening, rhythmic awareness, and the learning of tap combinations and routines, vocabulary, and stylistic concerns. This course may be taken two times.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: Two

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course for the first time, the student will be able to:

- A. Perform basic tap steps
- B. Identify and label basic tap steps
- C. Improvise for 16 counts
- D. Demonstrate the ability to tap dance in time with the music
- E. Critically evaluate a videotaped tap performance shown in class

Upon completion of the course for the second time, the student will be able to:

- A. Demonstrate the ability to remember and execute a combination of tap dancing steps
- B. Develop and demonstrate increased strength, flexibility, and endurance
- C. Recognize and discuss various rhythmic and musical styles appropriate to tap
- D. Critically evaluate a musical film and analyze the stylistic elements of tap.

IV. COURSE CONTENT:

- A. The language of tap
- B. The creation of five
- C. Rhythm and music structures
- D. The ABC's and the Basics
 1. Singles, doubles, and triples
 2. Basic figures
 3. Variations on the basics
- E. Rhythmic "Words" and Figures
 1. The Star
 2. Crawls
 3. Riffs and Riff Walks
 4. Drawbacks
 5. Maxi's and Graboffs
 6. Bombershays
 7. The Paddle and Roll
 8. Cramp Rolls
 9. The Ad-Lib

10. Pullbacks, Pickups, and Wings
11. Thirds
12. The Essence and Waltz Clog
13. Turns
- F. Traditional and not-so-traditional timesteps
 1. Stomp time
 2. Traveling time
 3. Rhythm time
 4. Swing time
 5. Acia traveling time step #1
 6. One potato
 7. Hip-hop time
- G. Traditional Choruses
 1. The Shim Sham Shimmy
 2. B.S. chorus
- H. Vernacular Traditions
 1. The Buffalo
 2. Falling off a Log
 3. Friends
- I. New Tap
 1. Orchestrated tap
 2. Polyrhythms
 3. Unusual and changing time signatures
- J. Improvisation and choreography
- K. Principles of breathing
- L. Equipment
 1. Shoes
 - a) Care of
 - b) Types
 - c) Safety
 2. Floors
 3. Taps
- M. Resources
 1. Tap Organizations and Companies
 2. Sources of tap information

V. METHODS OF INSTRUCTION:

- A. Lecture and demonstration on techniques by instructor
- B. Practice drills, and performances by students
- C. Feedback on student performance by instructor
- D. Discussion and analysis of style and techniques by class instructor
- E. Videotape analysis of performance
- F. Group and class discussion

VI. TYPICAL ASSIGNMENTS:

- A. Writing Assignments
 1. Prepare a written analysis of a tap performance viewed in class. Be sure to identify the steps and combinations observed.
 2. Watch a musical film (e.g., *All That Jazz*, *The Cotton Club*, *Holiday Inn*, *Singing in the Rain*, or *White Nights*) and analyze the stylistic elements. Be sure to discuss the mood, steps, combinations, etc. in your report
- B. Example:
 1. Demonstrate single, double, and triple steps.
 2. Create and execute a 16-count tap routine.

3. Create and execute a 48-count tap routine.

VII. EVALUATION(S):

During the first time the course is taken, students will be evaluated on their ability to learn basic terminology, demonstrate elementary movement, and understand basic components of tap.

During the second time the course is taken, students will be evaluated on their ability to demonstrate increasingly more difficult movements, analyzed structure, and mood.

A. Methods of evaluation:

1. Ongoing verbal and written evaluation of student's expressive and technical growth assessed by instructor and the student
2. Final performance of tap moves choreographed by instructor.

B. Frequency of evaluation:

1. At least two examinations on fundamentals and combinations covered in class
2. At least one examination on tap vocabulary

C. Typical exam questions

1. The following sequence step (or jump) - shuffle – ball change – reverse is which tap step?
 - a) Shim sham
 - b) Irish
 - c) Waltz clog
 - d) Maxiford
2. Compare and contrast the tap styles and movements in two different musical films.

VIII. TYPICAL TEXT(S):

Gray, Acia M., Cruger, Elizabeth, and Felaur, Carol. The Souls of Your Feet: A Tap Dance Guidebook for Rhythm Explorers. Grand Weaver's Publishing, 1998.

Feldman, Anita. Inside Tap: Technique and Improvisation for Today's Tap Dancer. Princeton Book Company, 1996.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: Appropriate dancewear and tap shoes.