



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Dance 261
Descriptive Title: Tap Dance II - Intermediate

Course Disciplines: Dance

Division: Fine Arts

Catalog Description: In this course, students continue studying Tap Dance. Students will refine basic tap dance skills and learn more complex tap combinations that incorporate a variety of rhythms and styles. Attendance at selected dance events is required.

Conditions of Enrollment: Prerequisite
Dance 161
with a minimum grade of C
or
equivalent

Course Length: ☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture: 1.00 hours per week ☐ TBA
Hours Laboratory: 3.00 hours per week ☐ TBA
Course Units: 2.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ Effective Date: Prior to July 1992
Transfer UC: ☒ Effective Date: Prior to July 1993

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon successful completion of this course the student will be able to demonstrate movement sequences of complex tap dance vocabulary.
2. Upon successful completion of this course the student will be able to reproduce complex warm-up and center work tap dance exercises.
3. Upon successful completion of this course the student will be able to translate and interpret the codification of complex tap dance terminology.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify and recall new tap terminology in single forms and in combinations such as traveling cramp rolls, riffs 7-and up, nerve taps, double-triple time steps, cramp rolls turning, soft shoe, and pull backs (single leg and both legs) and wings (single leg and both legs).

Class Performance

2. Demonstrate more complex patterns requiring coordination and rhythmic accuracy including changes in tempo, rhythm structure, accents and their relationship to music.

Performance exams

3. Demonstrate clarity of sound and confidence in performance style when presenting tap combinations.

Performance exams

4. Demonstrate improvisational skills and complete a choreographic project.

Presentation

5. Evaluate and analyze events from video and audio recordings and live performances in terms of steps, style and historic content.

Essay exams

6. Compose and perform an original tap routine incorporating traveling and in place steps.

Performance exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	8	I	Fundamentals and History of Tap A. basic warm-up exercises including foot relaxation B. review of shuffles, pullbacks, flaps and time step C. a brief survey of tap history
Lab	8	II	Intermediate Tap Steps A. triple time step, time steps with cramp rolls, nerve taps, and pull backs (no heels) B. short combinations

Lecture	4	III	Review of Complicated Tap Steps and theories A. Double-triple time step B. Off-beat single C. Syncopation D. Change of direction with short combinations
Lab	12	IV	Turns in Combinations with Basic Tap Steps A. chaîné turns with flaps B. chaîné turns with flap heels C. chaîné turns with step, tap back, and step turn
Lab	8	V	Midterm Performance of Learned Combinations A. Self-evaluation of video and audio tape recordings B. Written test on step identification from demonstration and tap history
Lab	12	VI	Introduction of New Techniques A. Chainé turns with step shuffle jump B. Cramp roll turns C. New upper body alignment with arms relaxed/reactionary/placed
Lab	8	VII	Intermediate Combinations A. longer routines with intermediate level combinations of steps and traveling turns B. duets and solos within the combinations
Lecture	6	VIII	Preparation for Final Project A. Oral review of dance combinations based on steps learned B. Review of timing and dynamics in relation to tap dance
Lab	6	IX	Final Project with Notation A. Presentation of final dance combination performances B. Written exam of terminology/notation
Total Lecture Hours		18	
Total Laboratory Hours		54	
Total Hours		72	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Skills demonstrations

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Create a two bar phrase based on the movement vocabulary of a given six bars, and notate the two bars in writing: a 1 and 2 flap heel toe, a 3 and 4 flap heel toe, a 5 and 6 flap heel toe, and 7 and 8 heel toe stamp stamp

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Create your an original short dance that includes the four basic characteristics of tap dance style. Discuss the choreography by describing the problem solving process as it relates to the final product.
2. In a 1-2 page essay, analyze various examples of tap dances in live performance by describing body movement, choreographic intent, rhythm and musicality and use of improvisation. Classify the dances accordingly into appropriate tap style: rhythmical, theatrical, or progressive.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Performance exams
Oral exams
Quizzes
Written homework
Class Performance
Homework Problems

V. INSTRUCTIONAL METHODS

Demonstration
Group Activities
Laboratory
Lecture
Multimedia presentations
Other (please specify)
workshop and residency participation, audio and video evaluations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Skill practice
Required reading
Problem solving activities
Written work
Journal
Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 2

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

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

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Tap shoes, leotards, and tights

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite Dance-161 or	Sequential
Non-Course Prerequisite	

B. Requisite Skills

Requisite Skills
Identify and demonstrate the basic tap steps and names: flap, ball change, ball drops, standing cramp rolls, scuff, shuffle, step, stamp, hop, chug, pull back (with heels), Bumbishay dig, jump, leap, stamp and stomp, toe drop and tip, slide. DANC 161 - Identify and demonstrate the basic tap steps and names, including flap, ball change, ball drops, standing cramp rolls, scuff, shuffle, step, stamp, hop, chug, pull back with heel, Bumbishay dig, jump, leap, stamp and stomp, toe drop and tip slide. DANC 161 - Demonstrate tap fundamentals: toe slaps, heel drops, separated action of heel and toe, and ankle and knee relaxation.
Demonstrate coordination and rhythmic accuracy for beginning level combination steps: single/double time step, riffs 1-6, pull backs (no heels), hop-shuffle-step, leapshuffle- step, rotated shuffle. Begin triple time step, riffs 3-7, pull backs: heels and no heels, Shuffle Off to Buffalo and Maxie Ford. Begin to learn wings and paddle turns. DANC 161 - Demonstrate coordination and rhythmic accuracy for beginning level combination steps: single/double time step, riffs 1-6, pull backs (no heels), hopshuffle-step, leap-shuffle-step, rotated shuffle. Begin triple time step, riffs 3-7, pull backs, (heels and no heels), Shuffle Off the Buffalo and Maxie Ford. Begin to learn wings and paddle turns. DANC 161 - Demonstrate tap fundamentals: toe slaps, heel drops, separated action of heel and toe, and ankle and knee relaxation.
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C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Kimberly K. Clarkson on 11/01/1989.

BOARD APPROVAL DATE: 04/09/1990

LAST BOARD APPROVAL DATE: 03/20/2017

Last Reviewed and/or Revised by Elizabeth Adamis on 09/05/2016

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