

<b>Course Title</b>	<b>TAP MIDDLE SCHOOL 2A/B</b>	
<b>Course Abbreviation</b>	<b>TAP MS 2A/B</b>	
<b>Course Code Number</b>	190303/04	
<b>Special Notes</b>	Year Course. Prerequisite: Tap MS 1A/B or teacher approval.	
<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 ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</p> <p>1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <p>1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</p> <p>1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</p> <p><b>1.2 Creative Expression</b></p> <p>2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</p> <p>2.2 Expand and refine a personal repertoire of dance movement vocabulary.</p> <p>2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</p> <p>2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <p><b>Historical and Cultural Context</b></p> <p>3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed. <b>Aesthetic Valuing</b></p> <p>4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.</p> <p>4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.</p> <p><b>Connections, Relationship, Application</b></p> <p>5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).</p> <p>5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).</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	55 10 20 15
<b>Representative Objectives</b>	<p><i>The student will be able to</i></p> <ul style="list-style-type: none"> <li>• Use finer discriminations and demonstrate a wider range in the use of time, space, and energy (force).</li> <li>• Expand dance terminology to describe and analyze how movements look and feel.</li> <li>• Examine the process of creating a dance work focusing on the stages of exploration, improvisation, phrasing, sequencing, development, reflection, and refinement.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Use an increasingly wide variety of movements as a means of artistic expression.</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 set movement with confidence/full engagement.</li> <li>• Respond spontaneously and imaginatively to improvisational prompts.</li> <li>• Improvise for increasingly longer periods of time with an increasingly diverse range of stimuli.</li> <li>• Demonstrate familiarity/understanding of tap dance as a means of expression/communication.</li> <li>• Develop and apply appropriate criteria in critiquing their own work or the work of others.</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>	