GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 11/29/2022

Approved by GCCCD Governing Board: 12/13/2022

DANCE 081A – TAP I

1. Course Number Course Title Semester Units

DANC 081A Tap I 1.5

Semester Hours

1 hour lecture (16-18 hours); 2 hours laboratory (32-36 hours); 32-36 outside-of-class hours for lecture;

80-90 total hours

2. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

A beginning level technique class, which focuses on attainment of basic tap dance skills and understanding of

tap dance vocabulary and rhythms. Students will also be introduced to the tradition of improvisation and history

of tap dance. Students will also learn the fundamental principles of physical fitness and their impact on life-long

health and wellness. Students will be required to attend one live dance concert produced by the dance

department and one department sponsored master class.

4. Course Objectives

The students will:

a. Discuss the history of tap dance as it relates to the course materials.

b. Analyze basic concepts of stylization as it relates to dance.

c. Demonstrate knowledge of beginning level tap dance vocabulary through performance of movement

 material and written examinations.

d. Demonstrate an awareness of basic body alignment and mechanics.

e. Evaluate the movement qualities of tap dance through video and live performance.

f. Demonstrate knowledge of the principles of physical fitness as well as healthy life-style choices and

 evaluate their impact on an individual’s health and well-being.

5. Instructional Facilities

* 1. Dance studio with wood floor and mirrors
	2. Occasional use of video camera, DVD player, and video monitor

6. Special Materials Required of Student

Appropriate dance attire and oxford style tap shoes

7. Course Content

a. Lectures on the history of tap dance as an art form, including discussions about the people, places, and

 events that have contributed to, and continue to influence its evolution.

b. Lectures on tap dance as a movement form, including discussions about movement vocabulary,

 technique, style, expression, and interpretation.

c. Progressive daily tap dance warm-ups, which focus on weight placement, syncopation, and complete

 articulation of the feet, ankles, knees, and hips.

d. Beginning level movement combinations using techniques and vocabulary introduced in class.

8. Method of Instruction

a. Individual and group lecture

b. Application of dance vocabulary through movement demonstration

c. Video for presentation and/or evaluative purposes

9. Methods of Evaluating Student Performance

a. Consistent participation in class.

b. Movement assignments and final.

c. Written examinations focusing on vocabulary and theories of tap dance.

d. Written critical analysis of a dance performance.

10. Outside Class Assignments

a. Attendance at a dance department sponsored master class.

b. Attendance at a department produced dance concert for the purpose of evaluation.

11. Representative Texts

a. Representative Text(s):

1. Duffy, Barbara. *Tap Into Improv:* *A Guide to Tap Dance Improvisation*. CreateSpace Independent

Publishing Platform, 2017.

1. Grossmont College Department of Exercise Science and Wellness. *The Way to a Long and Healthy*

*Life*. 7th ed., El Cajon, CA: Grossmont College, 2015.

https://www.grossmont.edu/\_resources/assets/pdfs/academics/exercise-science/ESWBooklet-7thEdition.pdf

1. Hartley, Derek. *The Essential Guide to Tap Dance*. The Crowood Press, 2018.

b. Supplementary texts and workbooks:

 None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Apply a working knowledge of basic tap dance vocabulary and terminology of tap dance.

b. Define and demonstrate basic tap dance vocabulary with a focus on correct alignment and movement

 mechanics.

c. Develop their knowledge of rhythmic qualities specific to tap dance, and will demonstrate their

 understanding by performing movement phrases that vary in quality and meter.

d. Explain their aesthetic ideas as they relate to dance to reflect critical thinking and analysis of dance as an

 art form.