COURSE OUTLINE OF RECORD

Number: DANC G240  TITLE: Tap Dance Ensemble

ORIGINATOR: Instructor Placeholder AAA  EFF TERM: Spring 2008
FORMERLY KNOWN AS:  DATE OF OUTLINE/REVIEW: 03-05-2013
CROSS LISTED COURSE:  TOP NO: 1008.00

SEMESTER UNITS: 1.0 – 2.0
HRS LEC: 9.0 – 18.0  HRS LAB: 27.0 – 54.0  HRS OTHER: 0.0
CONTACT HRS TOTAL: 36.0 - 72.0
STUDY NON-CONTACT HRS RECOMMENDED: 18.0 - 36.0
CATALOG DESCRIPTION:
A performance group for the advanced tap dancer. Students will learn and perfect several new or previously choreographed tap works. Students will be expected to perform publicly during the semester.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
COREQUISITES:
ADVISORIES:
ASSIGNED DISCIPLINES:
Dance

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]
GRADING POLICY: Pass/No Pass [X] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]
TRANSFER STATUS: CSU Transferable [ ] UC/CSU Transferable[X] Not Transferable[X]

BASIC SKILLS STATUS: Yes [ ] No [X]  LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable
NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X] 
Associate in Arts: Liberal Arts: Emphasis in Social Behavior and Self-Development(Assoicate in Arts) 
Dance(Assoicate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. demonstrate several complete dances in different tap styles.
2. demonstrate advanced facets of dance performance such as phrasing, quality variation, focus, energy flow, and total body expression.

COURSE OBJECTIVES:
1. experience of performing contemporary and traditional tap dances on a continuing basis.
2. earn several complete dances in different tap styles. The students would be exposed to different styles of jazz music for the tap dancer and the elements of jazz music including different meters, rhythms, and syncopations.

3. work closely with an instructor in the creative process of choreography. The students would be exposed to the choreographic images and inspirations from which the faculty member works as well as discussions of choreographic form, structure, and organization. Students would be encouraged to develop their own aesthetic values and sensibilities.

4. work cooperatively with each other–leading and following, sharing, and moving together. Each student would develop his or her sense of discipline as well as his or her creativity.

5. develop awareness of the more advanced facets of dance performance such as phrasing, quality variation, focus, energy flow, and total body expression.

6. grow as an individual by expanding his or her kinesthetic awareness, movement vocabulary through improvisation, and powers of observation.

7. grow in his or her appreciation of the joys, problems, and responsibilities of perfecting and performing a dance work.

COURSE CONTENT:

LECTURE CONTENT:

The class would meet in the dance studio either one day a week for two hours for the 1.0 unit class or two days a week for two hours each session for the 2.0 unit class. A short warm-up would be followed by discussion, evaluation, a rehearsal of the current choreographic work in progress.

The primary purpose of this course is to offer more advanced dance students additional opportunities to perform. The students would have a chance to learn many complete tap dances as opposed to the one or two short dances that can be learned in technique class in one semester. The performing group could perform in dance concerts in the theater or studio or in several public places in the area. The group could perform accompanied by recorded music or live musicians.

This course is designed to support an on-going ensemble of dancers. The group would be continually learning new works and growing and expanding aesthetically and technically.

LABORATORY CONTENT:

The class would meet in the dance studio either one day a week for two hours for the 1.0 unit class or two days a week for two hours each session for the 2.0 unit class. A short warm-up would be followed by discussion, evaluation, a rehearsal of the current choreographic work in progress.

The primary purpose of this course is to offer more advanced dance students additional opportunities to perform. The students would have a chance to learn many complete tap dances as opposed to the one or two short dances that can be learned in technique class in one semester. The performing group could perform in dance concerts in the theater or studio or in several public places in the area. The group could perform accompanied by recorded music or live musicians.

This course is designed to support an on-going ensemble of dancers. The group would be continually learning new works and growing and expanding aesthetically and technically.

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:
C. Tutoring – noncredit:
D. Work Experience:
E. Direct Study/IS:
F. Video One Way – Audio Two Way:
G. Field Experience:
H. Independent Study:

INSTRUCTIONAL TECHNIQUES:
COURSE ASSIGNMENTS:
Reading Assignments

A. Required Reading such as:

Current tap dance publications: The "Dramalogue," "Reporter," and "Variety." A list of books, magazines, and videos will be given to the student at the beginning of the class. These resource materials are available at the GWC Library.

Out-of-class Assignments

For extra credit or make-ups:

The student can attend other dance concerts, see video tapes and movies dealing with dance, read books with dance as the main topic, or attend dance classes in the community.

Writing Assignments

The student is required to perform a finished piece. Their knowledge and performance quality will be graded. Effort, improvement, and attendance will also contribute to the final grade.

METHODS OF Student EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:

A short written paper is required. It will be a critique on a "live" dance concert or musical.

Required Writing, Problem Solving, Skills Demonstration:

The student is required to perform a finished piece. Their knowledge and performance quality will be graded. Effort, improvement, and attendance will also contribute to the final grade.

TEXTS, READINGS, AND RESOURCES:

Other:

1. Leotards, tights or jazz pants, tap shoes.

LIBRARY:

Adequate library resources include:

Comments:

Attachments:

Attached Files