This course is designed to develop beginning tap dance techniques.

**COURSE OUTLINE OF RECORD**

**Number:** DANC G115  
**TITLE:** Tap Dance 1 - Beginning

**ORIGINATOR:** Nannette Brodie  
**EFF TERM:** Fall 2015

**FORMERLY KNOWN AS:** Beginning Tap Dance  
**DATE OF OUTLINE/REVIEW:** 04-17-2015

**CROSS LISTED COURSE:**

**SEMESTER UNITS:** 2.0  
**HRS LEC:** 27.0  
**HRS LAB:** 27.0  
**HRS OTHER:** 0.0  
**CONTACT HRS TOTAL:** 54.0  
**STUDY NON-CONTACT HRS RECOMMENDED:** 54.0

**CATALOG DESCRIPTION:**

This course is designed to develop beginning tap dance techniques.

**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[ ]

**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
(Dance)

**GE AND TRANSFER REQUIREMENTS MET:**

CSU GE Area E: Lifelong Understanding and Self-Development  
E2 - Activity Course

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

1. Produce rhythmic tap sounds in time with the music at a beginning level.

2. Demonstrate basic fundamental movements of tap dance.

3. Demonstrate a beginning knowledge of the various musical rhythms which would include the following time signatures - 3/4, 4/4, 6/8, 2/4, et al.
COURSE OBJECTIVES:
1. Execute all beginning tap patterns.
2. Show tap dance routines using basic varied phrasing.
3. Relate tap sounds to many different time signatures at a beginning level.
4. Write a critique of a musical or dance concert with knowledge of tap terminology and historical references in dance.

COURSE CONTENT:

LECTURE CONTENT:
1. Proper beginning tap dance techniques including posture and arm & leg coordination,
2. Performance qualities including focus, expression, dynamics, and total coordination at a beginning level.
3. How to analyze and evaluate tap dance steps.
4. How to critically evaluate a dance concert in a written format.
5. The history and important figures in the world of tap dance.

LABORATORY CONTENT:
A. General warm-ups including head, arm, and ankle circles, side bends, hamstring stretches, plie, leg swings, heel drops, toe drops, knee pops.
B. Beginning tap warm-ups in the center and across the floor including shuffle, flap, cramp roll, buffalo, spank, stomp, stamp, double flaps, time step, waltz clog, soft shoe, heel clicks, shim-sham, trenches, chasse, passe-retire
   in parallel and turned out position, coupe, releve, plie, jazz turns, stag leaps, jazz walks, and simple isolations.
C. Beginning tap routines incorporating some or all the above techniques.

METHODS OF INSTRUCTION:
A. Lecture:
B. Lab:
C. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:
Reading Assignments
The student will be given a list of tap terms in syllabi form.

Out-of-class Assignments
The student will have the option of attending other tap dance classes in the community for extra credit.

The GWC library houses many dance films which could be used as extra credit assignments.

Writing Assignments
One dance concert critique is required.

The student should attend one dance concert or musical and write a report describing the content.
METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Objective Examinations
Report
Projects (ind/group)
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:
1. Monthly tests on the routines
2. Class demonstration on the learned techniques
3. Periodic tests on the tap combinations
4. Written tests on the tap dance terminology and tap dance personalities

Required Writing, Problem Solving, Skills Demonstration:
One dance concert critique is required. The student should attend one dance concert or musical and write a report describing the content.

TEXTS, READINGS, AND RESOURCES:
Other:
1. Leotard, tights or jazz pants, and tap shoes

LIBRARY:
Adequate library resources include:

Comments:

Attachments:
Attached Files