



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	DANC
<b>Course Number:</b>	161
<b>Descriptive Title:</b>	Tap Dance I - Beginning
<b>Division:</b>	Fine Arts
<b>Department:</b>	Dance
<b>Course Disciplines:</b>	Dance
<b>Catalog Description:</b>	This course introduces elementary techniques of tap dancing, including music theory concepts as they apply to the rhythms of tap dance. Attendance is required at selected dance events.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	0
<b>Hours Laboratory (per week):</b>	3
<b>Outside Study Hours:</b>	0
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	1
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education: ECC</b>	Area 5 - Health and Physical Education
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<b>SLO #1 Basic Tap Movement Sequences</b>

	<p>Upon successful completion of this course the student will be able to demonstrate movement sequences of the basic tap dance vocabulary.</p> <p><b>SLO #2 Warm-up and Center Work</b></p> <p>Upon successful completion of this course the student will be able to differentiate between and exhibit warm-up and center work tap dance exercises at a basic level.</p> <p><b>SLO #3 Codification of Basic Tap Terminology</b></p> <p>Upon successful completion of this course the student will be able to translate and interpret the codification of basic tap dance terminology.</p>
<p><b>Course Objectives:</b></p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. Demonstrate tap fundamentals: toe slaps, heel drops, separated action of heel and toe, and ankle and knee relaxation.</li> <li>4. Analyze and evaluate personal progress through audio and video recording.</li> <li>5. Analyze and evaluate events from video observations and live performances in terms of technical and aesthetic criteria (tap vocabulary and style).</li> <li>6. Experiment with beginning improvisation exercises including follow the leader, basic nursery rhymes, telephone mutations, and follow the music.</li> <li>7. Arrange, perform and identify step names in a tap routine based on learned steps, step combinations, or an originally choreographed combination.</li> </ol>
<p><b>Major Topics:</b></p>	<p><b>I. Orientation and Introduction of Terms (3 hours, lab)</b></p> <ol style="list-style-type: none"> <li>A. The evolution of tap dance</li> <li>B. Tap vocabulary</li> </ol> <p><b>II. Tap Fundamentals (9 hours, lab)</b></p> <ol style="list-style-type: none"> <li>A. Introduction of basic tap steps including toe slaps and heel drops</li> <li>B. Introduction to correct tap posture including separated actions of heel and toe as well as ankle and knee relaxation</li> </ol> <p><b>III. Practice of Basic Steps (6 hours, lab)</b></p> <ol style="list-style-type: none"> <li>A. Digs</li> <li>B. Jams</li> <li>C. Pull backs</li> <li>D. Brushes</li> </ol> <p><b>IV. Introduction of Steps with Two Actions (6 hours, lab)</b></p> <ol style="list-style-type: none"> <li>A. Shuffle hop step</li> <li>B. Buffalo steps</li> <li>C. Waltz Clog</li> <li>D. Maxi Ford</li> </ol> <p><b>V. Self-Evaluation (9 hours, lab)</b></p> <ol style="list-style-type: none"> <li>A. Video analysis</li> <li>B. Audio Analysis</li> </ol> <p><b>VI. Introduction of Turning and Backwards Movement within the Tap Genre (12 hours, lab)</b></p> <ol style="list-style-type: none"> <li>A. Spotting practice</li> <li>B. Shuffle hop backwards</li> </ol>

	<p>C. Pull backs D. Turning wing steps</p> <p><b>VII. Final Presentation (9 hours, lab)</b></p> <p>A. Analysis of dynamics B. Analysis of timing C. Proficiency of learned choreography D. Proficiency of weight shifts</p>
<b>Total Lecture Hours:</b>	0
<b>Total Laboratory Hours:</b>	54
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	3) Skills demonstration
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Demonstrate a rhythmic pattern by clapping or drumming and transferring that rhythm into a tap phrase.
<b>Critical Thinking Assignment 1:</b>	In a short oral report, compare differences in tap dance styles based on the four basic characteristics used to analyze styles: body movement, choreographic intent, rhythm and musicality, and the use of improvisation in performance.
<b>Critical Thinking Assignment 2:</b>	In a 2-3 page written paper, analyze various examples of tap dances in live performance by describing body movement, choreographic intent, rhythm and musicality and the use of improvisation. Classify the dances accordingly into appropriate tap style: rhythmical, theatrical, or progressive.
<b>Other Evaluation Methods:</b>	Class Performance, Other (specify), Performance Exams
<b>Instructional Methods:</b>	Demonstration, Group Activities, Lab, Multimedia presentations, Other (specify)
<b>If other:</b>	Master classes
<b>Work Outside of Class:</b>	Course is lab only - minimum required hours satisfied by scheduled lab time and estimated student hours outside of class per week is zero.
<b>If Other:</b>	
<b>Up-To-Date Representative Textbooks:</b>	Anita Feldman, <u>Inside Tap: Technique and Improvisation for Today's Tap Dancer</u> , Princeton Book Company Publishers, 1996. "Discipline Standard"
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	Tap shoes, tights, and comfortable clothing
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course</b>	

<b>objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
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<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Kimberly K. Clarkson
<b>Date:</b>	11/08/1989
<b>Original Board Approval Date:</b>	04/09/1990
<b>Last Reviewed and/or Revised by:</b>	Elizabeth Adamis
<b>Date:</b>	04/19/2022
<b>Last Board Approval Date:</b>	06/20/2022