

Unit II: Tap

Content Area: **Dance**
Course(s): **Dance Techniques**
Time Period: **Sept-June**
Length: **170 Days 9-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Dance Techniques, 9-12, Tap - Beginner/Intermediate

Belleville Board of Education

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Unit Overview

Students will demonstrate core principles and vocabulary in a variety of styles of Tap dance and identify and discuss the history and context of Tap Dance.

Enduring Understanding

A good Tap dancer will have rhythmical co-ordination of mind and body.

Essential Questions

Where does Tap dancing have its origins?

What are the most important elements of Tap dancing?

Exit Skills

- Identify and perform basic Tap dance steps
- The characteristics that distinguish Tap from other dance forms

- The correct arrangement of exercises in a typical Tap class
- The proper vocabulary and terminology that is used in Tap
- Name recognize and discuss historical figures of Tap dance
- Perform Tap choreography
- Identify core principles of Tap dance

New Jersey Student Learning Standards (NJSL)

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|-------------------------|--|
| DA.9-12.1.1.12acc.Cr1a | Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. |
| DA.9-12.1.1.12acc.Cr2b | Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. |
| DA.9-12.1.1.12acc.Cr3a | Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions. |
| DA.9-12.1.1.12acc.Cr3b | Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies). |
| DA.9-12.1.1.12acc.Pr4b | Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. |
| DA.9-12.1.1.12acc.Pr4c | Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. |
| DA.9-12.1.1.12acc.Pr5d | Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. |
| DA.9-12.1.1.12acc.Pr5e | Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition. |
| DA.9-12.1.1.12acc.Pr6a | Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. |
| DA.9-12.1.1.12acc.Pr6b | Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals. |
| DA.9-12.1.1.12acc.Pr6c | Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance. |
| DA.9-12.1.1.12acc.Re7a | Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. |
| DA.9-12.1.1.12acc.Re7b | Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. |
| DA.9-12.1.1.12acc.Cn10a | Evaluate personal choreography and how personal experiences and exposure to various |

cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

DA.9-12.1.1.12acc.Cn11a

Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.

Interdisciplinary Connections

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| MA.G-CO.A.1 | Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. |
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.W.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SOC.6.1.12.A.3.e | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| SOC.6.1.12.D.2.a | Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. |
| WRK.9.2.12.CAP.7 | Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |

Learning Objectives

- Identify the various types of Tap dancing styles/routines: Waltz Clog, Military, Soft Shoe, Rhythm Tap, Buck & Wing, Eccentric Tap, Boogie Woogie and Close to the Floor.
- Identify specific musical terms used in Tap dance: Rhythm, Tempo, Timing, Pickup, Tacit, Tag, Upbeat, Stop Time, Introduction, Syncopation & Off-Beat.
- Identify and execute proper barre warm-up exercises and techniques: shuffle, step, stamp, stomp, heel

drop, chug, ball tap, heel tap, toe tap, brush, jump, hop, leap, lunge, scuff, ball-dig, heel-dig, heel step, toe stands and slam.

- Identify and execute progressive moves across the floor: step, stamp/step/step, step/heel drop, step/toe tap, heel step/ball drop, heel step/ball drop/step, heel step/ball drop/toe tap, flaps traveling forward/backward, flap/heel drop/toe tap, shuffle step, shuffle ball change, jumps/hops/leaps/lunges and turns.
- Identify and execute the proper center floor techniques: single front back Irish, shuffle leap, back Cincinnati, simple or single buffalo, simple Maxie Ford, Maxie Ford break, cramp rolls, time steps, pas de bourrée simple and turning en dehor, balance, side to side Suzie Q's, and turns.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

- Knowledge of movement theories and terminology
- Memorization skills
- Skill improvement
- Ability to function as a cooperative member of a group
- Solve problems
- Creative thinking
- Daily Participation

- Synthesize knowledge through creative projects and choreography

Assessment Evidence - Checking for Understanding (CFU)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Tap Works A Tap Dictionary and Reference Manual, Second Edition by Beverly Fletcher

Ancillary Resources

Tap Dancing America A Cultural History by Constance Valis Hill

Technology Infusion

- Digital Stories
- Apps for Dance
- Movies
- YouTube
- Music
- MS Word
- Photography/Videotaping
- Recording
- Technical Design in the Arts

Win 8.1 Apps/Tools Pedagogy Wheel



Alignment to 21st Century Skills & Technology

VPA.1.1.12.A.4

Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

VPA.1.1.12.A.CS1

Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.

VPA.1.1.12.A.CS4

Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.

VPA.1.2.12.A.1

Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

VPA.1.2.12.A.2

Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

VPA.1.2.12.A.CS2

Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.

VPA.1.3.12.A.4

Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.

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| VPA.1.3.12.A.CS2 | Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content. |
| VPA.1.3.12.A.CS3 | Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics. |
| VPA.1.3.12.A.CS4 | Dance production is collaborative and requires choreographic, technological, design, and performance skill. |
| VPA.1.4.12.A.3 | Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. |
| VPA.1.4.12.A.4 | Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. |
| VPA.1.4.12.A.CS1 | Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks. |
| VPA.1.4.12.A.CS3 | Artistic styles, trends, movements, and historical responses to various genres of art evolve over time. |
| VPA.1.4.12.A.CS4 | Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. |
| VPA.1.4.12.B.1 | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| VPA.1.4.12.B.3 | Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. |
| VPA.1.4.12.B.CS2 | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. |

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Teacher reads assessments aloud
- Scheduled breaks
- Rephrase written directions
- Multi-sensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Independent research and projects
- Interest groups
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Stations/centers
- Varying organizers for instructions

Lo-Prep Differentiations

- Flexible grouping
- Goal setting with students
- Open-ended activities
- Varied journal prompts

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping

- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Tap

NJSLS: See Above

Interdisciplinary Connection: Social Studies

Statement of Objective: By studying tap dance from various historical periods a student learns the differences between them in order to create dances based on these differences.

Anticipatory Set/Do Now: Identify styles, genre, traditions, and era for the origins of improvisation.

Learning Activity:

- How does one see music in movement?
- How does one use a stimulus to create and develop a dance work?
- How much can you change a dance before it becomes another dance?

Student Assessment/CFU's: Teacher observation, Self and peer observation, Classroom performances, Weekly journal, Written/oral critiques,

Materials: Mirrors, music

21st Century Themes and Skills: Creativity & Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Differentiation/Modifications:

- Utilizing the group structure, students can take on single or multiple roles and/or participate in various

tasks:

- Leading student partners or the small group
- Writing choreography notes
- Sketching diagrams of floor patterns
- Selecting appropriate music choices
- Organizing a rehearsal schedule
- Writing self-reflections/evaluations
- Utilizing modes other than writing in journals for reflection, such as discussion, movement response, voice recording, etc.

Integration of Technology: Technical design in the arts, recordings, photography/videotaping