

Cover Sheet: Request 14381

DAA 2XXXL Tap 1

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Stanley Kaye stankaye@ufl.edu
Created	10/25/2019 1:59:25 PM
Updated	11/22/2019 11:54:25 AM
Description of request	In process request for DAA 3XXX Tap 1

Actions

Step	Status	Group	User	Comment	Updated
Department	Transferred	CFA - Fine Arts 011301000	Jennifer Setlow		10/25/2019
No document changes					
Department	Approved	CFA - Theatre and Dance 011304000	Peter Carpenter		11/1/2019
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow	Please note that 2 credit hours/4 contact hours is standard for this type of course--reviewing the courses available under the DAA prefix in the course catalog will provide multiple examples. Please also note that this assignment of credits is accepted by our accrediting body, the National Association of Schools of Dance.	11/22/2019
Class participation rubric_Tap courses.pdf					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/22/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14381

Info

Request: DAA 2XXXL Tap 1

Description of request: In process request for DAA 3XXX Tap 1

Submitter: Jennifer Setlow jsetlow@ufl.edu

Created: 11/13/2019 10:57:07 AM

Form version: 5

Responses

Recommended Prefix DAA

Course Level 2

Course Number xxx

Category of Instruction Introductory

Lab Code L

Course Title Tap 1

Transcript Title Tap 1

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Spring

Effective Year 2020

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 4

Course Description Designed for students the beginning of their tap journey. Through an approach that emphasizes the tap fundamentals within a musical theater framework, covers rhythms, sounds, techniques, vocabulary that are the foundation of every good tap dancer's training. Although geared toward students pursuing musical theater, all interested in tap can benefit.

Prerequisites N/A

Co-requisites N/A

Rationale and Placement in Curriculum Musical Theater Dance has transformed over the years to require even more styles and specialties needed for a musical theater performer in the 21st Century. In the spring of 2019, a Musical Theater Dance specialist was hired and we began solidifying the Musical Theater dance track that had never been revised. Our area solidified four required classes in the Musical Theater Dance curriculum. Our students are required to take six semesters of dance in our curriculum, and will now have the tools necessary to keep up with the demands of a challenging industry.

Course Objectives -understand the fundamental tap steps, their rhythm, sound, and how to execute each with the proper technique

- learn the basic tap vocabulary and perform the proper step based on the terminology
- recognize tap steps when seen in choreography
- create your own rhythms and tap choreography
- begin understanding how to count and analyze the basic rhythmic structure of a song
- learn to pick up choreography quicker and represent yourself better in dance auditions

Course Textbook(s) and/or Other Assigned Reading N/A

Weekly Schedule of Topics Flap, Shuffle, Stomp, Stamp, Dig, Scuff, Brush, Spank, Toe Stand ,Heel Stand, Single Time Step, Double Time Step, Triple Time Step, Swing Rhythm, Even Rhythm Pullbacks, Suzie Q , Soft Shoe Buffalo , Maxi Ford, Rolling Shuffie, Shim Sham Drawbacks, Cincinnati Crawl, Riff, Paradiddle / Paddle 'n' Roll, Cramp Roll, Double Cramp Rol, Shirley Temple/Broadway, Irish,

Waltz Clog

Week 1 Warm-up, technique, rhythm, improv exercises, and combination

Week 2 Warm-up, technique, rhythm, improv exercises, and combination

Week 3 Warm-up, technique, rhythm, improv exercises, and combination

Week 4 Warm-up, technique, rhythm, improv exercises, and combination

Week 5 Warm-up, technique, rhythm, improv exercises, and combination

Week 6 Warm-up, technique, rhythm, improv exercises, and combination

Week 7 Warm-up, technique, rhythm, improv exercises, and combination

Mid-term evaluation provided

Week 8 Warm-up, technique, rhythm, improv exercises, and combination

Week 9 Warm-up, technique, rhythm, improv exercises, and combination

Week 10 Warm-up, technique, rhythm, improv exercises, and combination

Week 11 Warm-up, technique, rhythm, improv exercises, and combination

Week 12 Warm-up, technique, rhythm, improv exercises, and combination

Week 13 Warm-up, technique, rhythm, improv exercises, and combination

Week 14 Final Presentation Review & Prep

Week 15 Final Presentations

Grading Scheme Grading will be based on a 100 point scale. 80 points are based on your classroom participation. This includes things like your attendance, work ethic, focus, energy, preparation, attitude, motivation, etc. 20 points will come from your FINAL ASSESSMENT and PRESENTATION, which will take place during one of our last classes and has 3 parts. Each part will represent 1/3 of your total final exam grade.

PART 1: Identify Vocabulary. I will demonstrate various tap steps we learned throughout the semester. You will have to identify them and write them down.

PART 2: Create and demonstrate your own choreography. Your combination must be a minimum of four 8-counts long and contain all the steps from a check-list I will provide to you. You may choose to do this with or without music.

PART 3: Perform class choreography. I will choose a combination we learned in class and we will perform it in small groups, perhaps even individually. We'll decide which combination it will be and spend time in class reviewing the combination well in advance of the presentation date.

Mid-Term Evaluation: Students will be given a written evaluation of the first half of the semester. Numbers are based on a 10 point scale, where 10 is exceptional and 1 is poor. (see attached rubric) Mid-term evaluation is informational only and will not necessarily be reflective of your final grade. Changes in work ethic and skill development can change these numbers moving forward.

Letter Grade Total Points GPA Equivalency

A 100-94 4.0

A- 93-90 3.67

B+ 89-87 3.33

B 86-84 3.00

B- 83-80 2.67

C+ 79-77 2.33

C 76-74 2.00

C- 73-70 1.67

D+ 69-67 1.33

D 66-64 1.00

D- 63-60 .67

E, I, NG, S-U, WF 59-0 0.00

Instructor(s) Andrew Cao

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for Assigning Grade Points Yes

Course Evaluation Policy Yes

Class participation rubric

	Ranking	Notes
Attitude		
Motivation		
Preparation		
Execution of Combinations		
Application of Direction/Corrections		
Rhythmic Understanding and Competence		
Overall level of progress		

Numbers are based on a 10 point scale, where 10 is exceptional and 1 is poor.