

Resources:

Videos:

All video resource recommendations will be found in the Resource section of each Unit.

Reference Books:

All reference book information will be found in each Unit.

Contact Us

The Dance Factory, LLC

Email: sgabrelcik@dancefactorydover.com

Web: www.dancefactorydover.com

The NCAS Standards in Dance Resources include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

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Educator Bio: Sheri Towner-Gabrelcik, Director and Owner of The Dance Factory, has trained students for over 30 years. A dancer since the age of eight, she has studied extensively in New York City and Chicago with numerous Master Teachers. Her jazz training includes studying with Gus Giordano of Chicago and author of Anthology of American Jazz, tap training with Robert (Bob) Fitch, ballet training with Don Farnworth and Harry Asmus. Her diversified dance background has enabled her to offer classes in creative movement, jazz, tap, ballet, stretch, middle eastern dance and musical theater. Sheri has choreographed for local musical theater programs and served as a grant reviewer for the Delaware Arts Council. She earned her Certification in Dance Education from the National Dance Educators' Online Dance Institute (OPDI).

Tap Curriculum Level 1



THE DANCE FACTORY, LLC

Founded in 2000 by Sheri Towner-Gabrelcik

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Curriculum Content

Tap History



Students participating in the Level 1 Tap Program will be divided into three units of study; which includes an in-depth look into tap dance history. Dancers will be exposed to a chronological view of tap from the 1800s-Present, famous tap dancers and Broadway/Movie tap dance. They will submit a project of their choice on a famous dancer and a timeline on Broadway/Movie Tap.

Tap Class



Dancers will participate in weekly classes exploring tap movement, standard terminology and basic warm-up exercises that will explore the development of a tap performance piece.

Tap Performance



Dancers will have three opportunities of performance at the end of each unit. Each performance will provide for a holistic evaluation of the completed individual or group work.

Targeted Standards

Artistic Process: Program for Grades 4-6

Creating: DA:Cr1.1.8, DA:Cr2.1.8, DA:Cr3.1.8

Performing: DA:Pr4.1.8, DA:Pr5.1.8, DA:Cr6.1.8

Responding: DA :Re7.1.8, DA :Re8.1.8, DA:Cr9.1.8

Connecting: DA:Cn10.1.8, DA:Cn11.1.8

Honi Coles once said—“Tap dancing is pure joy!”

Hill, C. *Tap Dancing America*. Oxford University Press. 2010

Academic Expectations/Major Content

This discipline-based curriculum is designed to provide each student with a deeper understanding of tap dance technique and how it relates to performance.

Students will use expand their tap technique, explore tap history and culminate the year with a performance for family and friends. The dancers will be able to analyze, refine and document all their work and further demonstrate how a choreographer must use self-reflection, feedback and documentation to further improve the quality of their performance.

Tap Curriculum-Level 1

Curriculum Schedule



Level 1 Tap curriculum is divided into three units. Each unit has an overall theme, technique development and a culminating performance. Dance students will apply the targeted standards of creating, performing, responding and connecting with progression that takes into consideration the student's age; and physical and cognitive abilities. It also addresses creativity and critical thinking.

Curriculum Focus



During the three 12-week units students will focus on the following:

- Tap Vocabulary
- Tap Movement and Sequencing
- Creating and Responding
- Performance and Connections

Three Themes will move each student through and enriched exploration of tap dancing:

- Tap through the Ages
- Famous Tap Dancers
- Broadway Tap

Overview of the Tap Units

Level/Theme

Level 1 tap students will participate in an exploration of tap history and further develop their tap technique. Dance students will attend a 1 hour class on a weekly basis with each class devoting time to technique and choreographic development. Class time during the unit will also allow for exploration of tap history by watching videos, sharing personal research and other creative materials.

"I'm going to tap until I can't. I'll be so old, all I can do is walk out from the wings to stage center. But I'll be there."

Gregory Hines

Time Span (Classes are 1 hour in length)

- Unit 1: Tap through the Ages-Students will learn warm-up exercises, review tap terminology, explore the use of space, time and force. View historical materials from 1800s-Present. The unit will provide opportunity for the student to develop personal tap movement phrases, work in groups, share and refine their movements and develop a short piece for performance. Students will keep a personal journal.
- Unit 2: Famous Tap Dancers-Students will continue to expand their tap vocabulary, technique and ability to build tap sequences. During this unit students will individually research a famous dancer and present their dancer in a project of their choice.
- Unit 3: Broadway/Movie Tap-Students will continue tap technique and tap dance sequencing development. Students will explore Broadway and movie tap dancing by viewing videos, reading articles and developing a timeline of significant performances from the era of their choice.

Essential Questions

Tap Dance History:



Questions to consider when researching your era or innovator—

1. What are the major contributions from this era or individual?
2. What were the popular dances during this era? Describe how the dances influenced the development of tap.
3. Who are the famous tap dancers or contributors to tap?

Tap Dance:

Creating/Performing/Responding/Connecting

1. How has the selection of music, movement, observed performances influenced your choreographic choices? Have you explored a variety of phrases that have changes in tempo or rhythm?
2. Using tap terminology, what revisions have you made in your dance and why?
3. Have you collaborated with your peers, whether through response or revision? If so, how and what have you learned from this experience?
4. Have you discovered anything about tap and its history that relates to your culture or family heritage?