

Abilene Christian University
College of Arts and Sciences
Department of Theatre

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

The Abilene Christian University Department of Theatre is committed to providing quality training and opportunity for the disciplined theatre artist in a nurturing environment that models Christian values.

Dance: Beginning Tap Technique THEA 223-01 1 credit hour

Fall 201

Class meets: T-Th 1:30-2:50PM Empty Space Classroom

Instructor: Dawne Swearingen Churchville, Assistant Professor

ACU Box: 27843

Office phone: 325-674-2065

Please call ahead for an appointment.

Fax: 325-674-6887

Email: dns05b@acu.edu

Office: WPAC Rm. 137

Office Hours: **MWF** 1-2PM **W** 10-11AM, **W** 3-5PM **TH** 12:30-1:30 & 3-5PM

Course Description

Provides training in tap dance technique for the musical theatre. Emphasis will be placed on rhythm, musicality, syncopation, execution of steps and style as it applies to professional auditioning and performing. Students may choose to count one dance course as an exercise activity credit. Tap Technique is for theatre majors only. THEA 201 is a prerequisite or permission of the Instructor.

Course Goal

Upon completion of this course students should be able to define and demonstrate beginning tap terminology applicable to Traditional, A cappella and Hoofing styles. Students should possess the awareness of what clean, crisp tap sounds like and the necessary tools to approach the work. Students should be able to dance in time with musical underscoring and a cappella formats. Students should also possess the understanding of how to lower weight placement for Hoofing and lift through the spine for Traditional Styles. Students should strive to connect intellectually, emotionally and physically to the required dance combinations while working to memorize quickly, and confidently. Students should have possess the basic knowledge of the history of tap.

Course Format

Students will participate in an active lab learning style by physically participating in warm ups and tap dance combinations taught. A number of steps and phrases will be practiced across the floor. Students will not be required to wear dance apparel on research presentation days. Students will work in individual and group setting situations.

Required Text

No text required. Please note that additional readings and handouts will be provided.

Competencies and Measurements

	Competency	Measurement Instrument	Measurement Standard
1	Apply advanced tap techniques to required dance combinations which include Hoofing or Traditional Broadway tap styles. Memorize and execute given tap combinations in class and on the stage confidently and consistently.	Tap Performances 1-3 & Final Tap Performance Presentation.	Grades will be assessed by the effort and improvement that is shown. Learning four combinations throughout the semester allows the student performer to grow in skill and confidence as they actively work to memorize choreography combinations. It is through repeated practice and performance that one improves. Participation is worth 200 points. This is a higher point value than any other project because this is a studio class. Students MUST be present and active in order to grow in skill and in craft.
2	Confidently develop musicality as a performer through execution of steps that incorporate syncopation, timing, and rhythm through improvisational, traditional and a cappella tap dance.	Group Improv Exercises, 2 nd Syncopation Tap Performance & A cappella Tap Performance.	Improvisation is about taking risks. Students are required to trust the technique that they have learned and apply it using impulse within the moment. Students must respond to one another and think independently as they produce tap sounds in an improvisational environment. Syncopation is about listening and sometimes trusting other dancers by sinking with another's tap sounds. Sounds and steps

			should be created correctly and in the appropriate time structure. The A cappella Tap Performance will be a combination that the students will choreograph. A cappella tap is about precision, musicality and the connection between timing and required steps. Measurement for all projects will be assessed by watching, listening and videotaping in order to provide one on one critique.
3	Confidently communicate through composition structures evaluating personal work by means of research and comparisons of professional work.	Two Page written Tap Review and Oral Research Project Presentation.	Students will be required to write a two page typed review of a live or taped tap show or film. Students will be expected to underscore steps that they recognize and to evaluate the performance observed. The oral research project will require students to present findings on well known tap performers, teachers or choreographers. Students may present in pairs.
4	Communicate and confidently articulate advanced tap vocabulary.	Tap Quizzes.	There will be two quizzes given. Each quiz will be worth 100 points each. Students will be required to define vocabulary in a written expression or through physical demonstration.

Evaluation Methods and Grading Scale

Students will be measured and evaluated by the following methods:

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| 1. Written Tap Review | 100 points |
| 2. Oral Research Project Presentation | 100 points |
| 3. Tap Quiz 1 | 100 points |
| 4. Tap Quiz 2 | 100 points |
| 5. 1 st Tap Performance (Traditional Tap) | 100 points |
| 6. 2 nd Tap Performance(A cappella Tap) | 100 points |
| 7. 3 rd Tap Performance (Hoofing Tap) | 100 points |
| 8. Final Tap Performance | 100 points |
| 9. Participation | 200 points |

TOTAL POINTS POSSIBLE= 1000 points

Grade Scale

A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (below 60%)

Grading Breakdown:

A Grade: Participation in all 3 dance performances plus the final. Excellent memorization, awareness of rhythm, timing, syncopation and a connection to the steps are a must. An articulate Tap Review Paper and a well researched Project Presentation are a must. Strong grades must be earned on Quiz work.

B Grade: Participation in 2 out of 3 dance performances and the final. Good memorization and strong effort in timing awareness, syncopation and effort to create the sounds. Minimal mistakes are made. Strong effort in Project Presentation and the quizzes though a mistake may be made.

C Grade: Participation in 2 out of 3 dance performances and the final. Effort must be placed on memorization, timing awareness, syncopation and an effort to create the appropriate sounds and steps. More than one mistake was made in the performances and/or written work. Average participation or level of work as it applied to Project Presentation and average quiz grades earned.

D Grade: Participation in 1 dance performance and the final. Some Effort placed in some of the following areas: memorization, timing awareness, syncopation and an effort at the appropriate sounds and steps. A poorly researched Project Presentation and poor grades on quizzes.

F Grade: Failure to participate or complete assignments.

Evaluation of Work

Grades will be assessed on the student's execution of skills discussed in class and through the text. Effort and quality are not the same measures. Your directing grades will be affected by your progress, but your progress will not be the only determining factor. While this grade is subjective, you will be given the necessary feedback for improvement. If you do not understand the instruction or need more critique than you are given, don't be afraid to ask. This is your responsibility. The grading procedures outlined above do provide for a separated participation grade based on commitment, attitude, and progress. It is important for a director to recognize the difference between good intentions in the directing lab and technique that produces a successful final scene presentation. The participation grade is based upon the student's daily commitment to growth and contribution to classroom activities. This includes the preparation and presentation of assigned projects, volunteering and committing to lab activities,

seriousness, promptness, concentration, the ability to assimilate direction into work, attitude, improvement of technique and a willingness to take risks.

All work MUST BE TYPED. THERE ARE NO EXCEPTIONS! NO WORK WILL BE POSTPONED. Scenes must be presented on the assigned date and paperwork must be turned in at the time of the presentation. It is important that you communicate this to your actors. If there is a question about an actor being able to perform, choose another actor understudy, or accept the consequences. This pertains primarily to the Final Project.

Accountability

The field of directing is a challenging one. A huge responsibility is required. Actors must be able to trust you as their director. They must trust your vision, talent, choice of style and approach for the piece, leadership, organizational skills and integrity. You have many obligations especially to your artistic team, your artistic director, producer, playwright and audience. With this stated, you must understand that great expectations are being placed on you.

Attendance Policy

This course requires regular attendance. Because this class is condensed it is paramount that students avoid missing at all costs. Lecture and lab exercises cannot be made up. Please choose your absences carefully and be aware that your actions affect your fellow students. If you must be absent, I expect a phone call or email in advance so that appropriate arrangements may be made. My office phone is 325-674-2065.

- 4 absences without penalty
- 5 absences = 1 letter grades dropped
- 6 absences = 2 letter grades dropped
- 7 absences = Student is failed or dropped

Tardiness

3 late arrivals= 1 absence

After 15 minutes tardy= 1 absence

Never enter a classroom when another student is performing. Please be courteous and respectful by being aware of what it is you are interrupting with your late arrival.

Academic Integrity

Cheating will not be permitted or tolerated. ACU defines cheating as “the intention to deceive, mislead or misrepresent, and therefore are a form of lying and represent actions contrary to behavioral norms that flow from the nature of God.” Violations will result in a grade of zero or more severe punishment such as expulsion.

Dress Requirement

Please wear clothing that you can move and dance easily in. Please be respectful of your instructor and your peers by wearing appropriate ACU dance wear. Tap shoes are required. Please note: You may not dance unless you are dressed out appropriately.

Calendar

- T 8/24** Introduction to course: Review syllabus & Calendar
- Th 8/26** Dress out: Welcome to Tap
(Dress out from now on unless otherwise informed.)
- T 8/31** Traditional Tap Technique
- Th 9/2** Traditional Tap Technique
- T 9/7** Traditional Tap Technique
- Th 9/9** Traditional Tap Technique
- T 9/14** Perform Traditional Tap for Grade
- Th 9/16** Improv and Tap Off
- T 9/21** Begin A cappella Tap Combination
- Th 9/23** A cappella Tap Combination
- T 9/28** A cappella Tap Combination
- Th 9/30** A cappella Tap Combination
- T 10/5** Perform A cappella Tap Combination
- Th 10/7** Tap Research Day (You may work in computer lab or on your own.)
- T 10/12** Hoofing Tap Style Meet at Adams Center (Don't dress out.)
- Th 10/14** Begin Hoofing Technique (Dress out.)
- T 10/19** Quiz/Demonstration #1
- Th 10/21** Hoofing Technique
- T 10/26** Hoofing Technique

Th 10/28 Hoofing Technique

T 11/2 Perform Hoofing Combination

Th 11/4 Working as One: Group Choreography Improv

T 11/9 Oral Research Presentations

Th 11/11 Final Tap Combination

T 11/16 Final Tap Combination

Th 11/18 Final Tap Combination

T 11/23 Quiz/Demonstration #2

Thanksgiving Break 11/25-28

T 11/30 Final Tap Combination

Th 12/2 Last Day of Class: Final Tap Combination

Dead Day Monday, 12/6

Finals 12/7-10