

DANCE II

T.E.K.S.	
√ Kinesthetic / Spatial Awareness	√ Respect for others while working in groups
√ Emotional / movement connection	√ ID details in movements
√ Anatomical / Dance Terminology	√ Clear Alignment
√ Strength, Flexibility, Endurance	√ Conditioning
√ Injury Prevention	√ Extended Movement patterns with rhythmic accuracy
√ Elements of Dance	√ Improve dance phrases (abstraction)
√ Choreography (retro, inver, etc.)	√ Various Cultures
√ Choreograph short phrases demonstrating various historical periods	√ ID Characteristics
√ Analyze performance and production	√ Compare / Contrast dance and other F.A.
√ Creative problem solving, cooperation, self-discipline = relate to work experience	

What to cover:

- Basic Stage / Lighting Design
- Audience / Class Etiquette
- Anatomy Review
- Injury Prevention / Conditioning
- Effective Warm-up
- History of Genres
- Historical Figures
- Terminology
- Choreography basics
- Cross-curricular
- Music - basics

DANCE III-IV

T.E.K.S.	
√ Kinesthetic / Spatial Awareness	√ Respect for others while working in groups √ Lead peers with respect
√ Emotional / movement connection	√ ID details in movements, designs, and images
√ Anatomical / Dance Terminology	√ Clear Alignment
√ Strength, Flexibility, Endurance	√ Conditioning
√ Injury Prevention Procedures	√ Extended Movement patterns with rhythmic accuracy performed and memorized
√ Elements of Dance	√ Improvise dance phrases (abstraction)
√ Demonstrate dynamics in movement	√ Perform with projection, confidence and expression
√ Create dance studies based on theme, variation, chance	√ Various Cultures
√ Similarities and Differences in steps, styles, and traditions from various historical periods	√ ID Characteristics
√ Analyze performance and production	√ Compare / Contrast form and expression of dance and other F.A.
√ Compare characteristics and qualities	√ Analyze as critic, performer, choreographer, and member
√	√ Identify opportunities in dance as a profession
√ Creative problem solving, cooperation, self-discipline = relate to work experience	√ Choreograph dance based on historical event or theme

Dance IV Additions

√ Create effective personal conditioning program	√ Demonstrate injury prevention rules
√ Research and create a project illustrating an understanding of significant dance events or historical figures	√ Evaluate personal and others' work using rational and demonstrating sensitivity to others
√ Create solo / group dance using thematic development, variation, and resolution to successfully communicate ideas	√ Analyze technology effects in profession of dance
√	√ Analyze role of dance and other FA in society

What to cover:

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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Basic Stage / Lighting Design <input checked="" type="checkbox"/> Audience / Class Etiquette <input checked="" type="checkbox"/> Anatomy (in depth) <input checked="" type="checkbox"/> Injury Prevention / Conditioning <input checked="" type="checkbox"/> Effective Warm-up (taught by students) <input checked="" type="checkbox"/> Class construction (by students) <input checked="" type="checkbox"/> History of Genres <input checked="" type="checkbox"/> Historical Figures | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Terminology <input checked="" type="checkbox"/> Choreography basics <input checked="" type="checkbox"/> Cross-curricular <input checked="" type="checkbox"/> Music - basics <input checked="" type="checkbox"/> Analysis / Criticism <input checked="" type="checkbox"/> Research Project |
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JAZZ Class Components

- PreJazz (Charleston, etc)
- Lindy Hop / Swing
- Early Jazz (Cole)
- Classic Jazz (Fosse, Giordano, Luigi, Mattox, Tremaine, Hatchett)
- Musical Theater (repertoire)
- Stylized: The Waves of Change Continue
- ??: Breakin', Hip Hop, Street
- Lyrical
- Music Study: Jazz, Syncopation, etc.
- Theatre: stage and lighting design basics
- Anatomy
- Injury Prevention
- Etiquette: class, audience, performer
- Terminology
- History and Historical Figures

Skills

Dependant on level

Videos

Consult Crump/Staley Book - videography in back

Reading Materials for Students

Scott Wise (TCU Article)

Loss of Broadway Choreographers (TCU Article)

Jazz: History (TCU Article)

Music Info (Lihs, page 103-112)

Productions (Lihs, page 120-126)

Luigi's History (his book)

Intro to Jazz, the American Soul (pages 1-9, 36-38, 153, 168-171,
w.u. page 43, hist 173-204)

Fosse Article (Dance Spirit? 2003)

How to Have a Successful Class (Jump Into Jazz page 9)

Intimate Act of Choreography (TCU Article) III-IV

Some Thoughts About Art (TCU Article) III-IV

TAP Class Components

- Improvisation / Choreography
- Rhythm
- Dynamics
- Syncopation
- Fastest Feet
- Traditional: Shim Sham and Time Steps
- New Tap: orchestrated, polyrhythms, unusual and changing time signatures
- Tap Futures

Definitions

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|-----------------------------|----------------------|
| 1. Apple Jack | 25. Highland Fling |
| 2. Ballin' the Jack | 26. Hooper |
| 3. Bamboula | 27. Hornpipe |
| 4. Beesknees | 28. Jig |
| 5. Big AppleBlack Bottom | 29. Jim Crow |
| 6. Boogie Woogie | 30. Jitterbug |
| 7. Bop | 31. Juba |
| 8. BS Chorus | 32. Lancashire Clog |
| 9. Bunny Hop | 33. Legomania |
| 10. Buzzard Lope | 34. Lindy |
| 11. Cake Walk | 35. Military |
| 12. Can Can | 36. patting Juba |
| 13. Chalk Line Walk | 37. Rhythm Tap |
| 14. Character Dance | 38. Ring Shout |
| 15. Charleston | 39. Sand Dance |
| 16. ClogCoonjine | 40. Shim Sham Shimmy |
| 17. Eagle Rock | 41. Show Tap |
| 18. Essence of Old Virginia | 42. Soft Shoe |
| 19. Find th4 Flea | 43. Suzi Q |
| 20. Fox Trot | 44. Swing |
| 21. Gangsta' Tap | 45. Tap Dancing |
| 22. Hambone | 46. Texas Tommy |
| 23. Hep Cat | 47. Waltz Clog |
| 24. High Style Rhythm Tap | |

Terminology

Skills

- ◆ Shuffle, flap, brushes
- ◆ Time steps
- ◆

Reading Material

Jazz Dance: Story of American Vernacular provides history on Astaire, Hoofers, Bubbles, etc.

Exercises

INSIDE TAP provides great exercises for improv and creation