

Unit 4: Tappin' Through Time
Dance Grades 7
-21 Class Meetings

Created as Jazzy July 2020, Adapted and revised May 2021, May 2022

Essential Questions

- Who and what make up tap dance?

Enduring Understandings with Unit Goals

EU 1: Tap dance has a variety of styles and its own movement vocabulary.

- Practice and demonstrate tap movements and style.
- Examine the choreographers who have contributed to tap dance.

EU 2: Tap dance has its origins in African dance and Irish dance.

- Analyze and practice early dances, steps, and choreographers.
- Connect the history and evolution of tap dance to specific steps and choreographers.

Standards

National Core Arts Standards:

DA:Cr1.1.8 a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.

DA:Cr1.1.8 b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

DA:Cr2.1.8 a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices

DA:Cr2.1.8 b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

DA:Pr4.1.8 a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.

DA:Pr4.1.8 c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

DA:Pr5.1.8 a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.

DA:Pr6.1.8 a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances

DA:Re.7.1.8 a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.

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- DA:Re.7.1.8 b.** Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre- specific dance terminology.
- DA:Re8.1.8 a.** Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.
- DA:Re9.1.8 a.** Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
- DA:Cn10.1.8 a.** Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
- DA:Cn11.1.8 a.** Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

ISAAC Vision of the Graduate Competencies

- Competency 1:** Write effectively for a variety of purposes.
- Competency 2:** Speak to diverse audiences in an accountable manner.
- Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.
- Competency 4:** Analyze and solve problems independently and collaboratively.
- Competency 5:** Be responsible, creative, and empathetic members of the community.

Unit Content Overview

- 1. Experience different styles of tap dance.**
 - **Tap Dance Overview**
 - **Vocabulary and Key Terms**
 - Warm-up
 - Technique
 - Choreography
 - Rhythm
 - Rehearsal
 - Performance
 - Jazz
- 2. Investigate and experience the dances that make-up the history of Tap Dance.**
 - **Key Terms:**
 - African Dance
 - Irish Dance
 - Vaudeville
 - Social/ Vernacular Dance
 - Juba Dance
 - Lindy Hop
 - Hip-hop
 - Cole Stroll (The Walkaround)
 - Cake Walk

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2. Learn about Tap Dance choreographers and dancers from each time period.

• **Key Terms:**

- Gregory Hines
- Savion Glover
- Bill Bojangles Robinson
- William Henry Lane
- Brenda Bufalino
- Michelle Dorrance

Interdisciplinary Connection:

2. Social Studies: history, culture
3. Music: Rhythm, music styles, tempo, syncopation, swing, jazz
4. Math (Geometry): Lines, shapes, angles in movement
5. Art: Poster
6. ELA: Grammar, Spelling, Main Idea (Theme)

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Compare and Contrast different styles of tap dance.
 - *In your dance journal answer the following prompt... What do you think of when you think of tap dance?*
- Investigate and dance African dances that contribute to the history of tap dance.
 - *On the map, put a sticky flag where think tap dance originated.*
- Draw conclusions on how Juba dance evolved from African Dance.
 - *Practice the African dance steps we have learned.*
- Investigate and dance Irish dances that contribute to the history of tap dance.
 - *Practice the dance steps we learned.*
- Connect how Irish Dance and Juba dance came together and learn about William Henry Lane.
 - *Gallery walk of maps of the places that have influenced tap dance.*
- Investigate the dances of vaudeville and minstrel shows.
 - *In your dance journal write down what you think a vaudeville show might be.*
- Differentiate and practice a variety of social dances.
 - *Practice and be prepared to demonstrate a current social dance.*
- Critique tap dance in the movies and relate famous movie dancers such as Bill “Bojangles” Robinson to their films.**
 - *Practice one of the steps in the Cole Stroll.*
- Create a slide show presentation on a movie with Tap Dance. *
 - *Write down one goal to get accomplished on your project in your dance journal.*
- Present your slide show presentation and facilitate a tap step from your tap dancer’s era or repertoire.*
 - *Practice your presentation.*
- Examine and practice tap dance in musicals.
 - *Gallery walk of photos of Broadway shows with tap in them.*
- Analyze how the Copasetics helped to keep tap dance alive in the 1970’s.
 - *Dance the Cole Stroll for warm-up*
- Investigate Rhythm tap through shows like *Stomp*.
 - *Write on a sticky note ways to create rhythm and place it on the mirror.*
- Connect how Rhythm tap influenced tap to become mainstream.
 - *Practice your rhythm from last class.*
- Perform and present the dances we have learned with information on the history of tap and how the particular style of dance fits into the tap dance timeline or family tree. **
 - *Reflect on the presentation.*

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Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on dance skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Paragraph frames and sentence starters
- Student-led instruction
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Small group instruction
- Small group devising
- Virtual tools: Flipgrid, Padlet, Tiktok,
- Conferencing

EL Differentiated Instruction

- Word walls with visuals of dance vocabulary
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling of dance steps by teacher
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessment

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Warm-up
- Student discussions and responses
- Class Participation (Rubric)
- Accountable Talk Discussions

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- Tap Dance Vocabulary/ History Quiz (EU 1)
- Tap dance and choreographer trivia game (EU 1 & 2)
- Demonstrate key tap steps and technique (EU 1)
- Demonstrate past popular dance steps (EU 2)
- Graphic organizer for Tap in the Movies slide show presentation. (EU 1 & 2)
- Dance Journals (EU 1)
- Performance Task- “Tap Choreographer slide show presentation” (EU 1 & 2)
 - Future Rubric Assessment in 2021-2022

SUMMATIVE ASSESSMENTS:

- Demonstrate key tap steps and technique (EU 1)
- Demonstrate dance steps that contributed to tap dance (EU 2)
- Tap Dance in the Movies Slide Show (EU 1 and EU 2)
- Performance Task- “Jazzy Choreographer poster and presentation” (EU 1 & 2)

Unit Task

Unit Task Name: Performance Task- “History of Tap Dance Performance” (EU 1 & 2)

Description: In this task students will perform a dance that is an example of one of the early styles that contributed to the evolution of Tap Dance. They will write and present a short verbal presentation on the style of dance and history of how and why it contributes to Tap dance as we know Tap Dance today.

Evaluation: Summative Assessment Teamwork Rubric

Unit Resources

- *Shannon Dooling Dances* <https://shannondoolingdances.com/2020/05/17/dancehistorylesson/>
- “Jazz Dance: A History of the Roots and Branches” edited by Lindsay Guarino and Wendy Oliver
- TedED Talk on Social Dance
- Master Juba
- Alphabetical Jazz Steps 3 <https://www.youtube.com/watch?v=jAIwJd2tQo0>
- Video Resources of Online Dance Clips
- Laptops
- Desks
- Smart Boards
- Google Slides/ Power Point Presentations

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- Music
- Speakers
- Paper
- Pencils/ Pens