

Unit 3: Tappin' Through Time
Dance Grades 7, 8
Year One
 22 Class Meetings

March 2026

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.

Unit 3: Tappin' Through Time

Dance Grades 7, 8

Year One

22 Class Meetings

March 2026

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. Practice and demonstrate tap movements and style.**
 - Tap Dance Overview
 - **Vocabulary and Key Terms**
 - Warm-up
 - Technique
 - Choreography
 - Rhythm
 - Rehearsal
 - Performance
 - Jazz
- 2. Analyze and practice early dances, steps, and choreographers.**
 - **Key Terms:**
 - African Dance
 - Irish Dance
 - Vaudeville
 - Social/ Vernacular Dance
 - Juba Dance
 - Lindy Hop
 - Hip-hop
 - Cole Stroll (The Walkaround)

Unit 3: Tappin' Through Time
Dance Grades 7, 8
Year One
22 Class Meetings

March 2026

- Cake Walk
- 3. Connect the history and evolution of tap dance to specific steps and choreographers.

- **Key Terms:**

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

Interdisciplinary Connection:

Social Studies: history, culture

Music: Rhythm, music styles, tempo, syncopation, swing, jazz

Math (Geometry): Lines, shapes, angles in movement

Art: Poster

ELA: Grammar, Spelling, Main Idea (Theme)

Unit 3: Tappin' Through Time
Dance Grades 7, 8
Year One
 22 Class Meetings

March 2026

Daily Learning Objectives with Do Now Activities

Students will be able to...

- Compare and Contrast different styles of tap dance.
 - *Why is it important to know where dance styles come from?*
- Investigate and dance African dances that contribute to the history of tap dance.
 - *How can stomping, clapping, and footwork tell stories or express emotions?*
- Draw conclusions on how African Dance steps evolved into tap steps.
 - *Why might movement and rhythm have been especially important for enslaved people?*
- Investigate and dance Irish dances that contribute to the history of tap dance.
 - *What is a traditional dance?*
- Connect how Irish Dance and Juba dance came together and learn about William Henry Lane.
 - *What might happen when two very different dance traditions meet in the same neighborhood?*
- Investigate the dances of vaudeville.
 - *Based on your knowledge of modern entertainment, what might a variety show encompass?*
- Differentiate and practice a variety of social dances.
 - *What makes a dance "social"?*
- Assemble dance steps and tap movements to create a tap dance piece.***
 - *What dance styles contributed to tap dance?*
- Critique tap dance in the movies and relate famous movie dancers such as Bill "Bojangles" Robinson to their films.**
 - *How is tap dance different from other types of dance?*
- Create a slide show presentation on a movie with Tap Dance. *
 - *Why did producers put tap dance in movies?*
- Present your slide show presentation and facilitate a tap step from your tap dancer's era or repertoire.*
 - *Look over and practice your presentation.*
- Examine and practice tap dance in musicals.
 - *What are some of the musicals we talked about in class presentations?.*
- Analyze how the Copasetics helped to keep tap dance alive in the 1970's.
 - *What dances are no longer cool or old news?*
- Connect how Rhythm tap influenced tap to become mainstream.
 - *Tap dancers are sometimes called "musicians with their feet." What do you think that means?*
- Rehearse and Revise the dance using all elements on the performance checklist.**
 - *What goals do you have for your performance?*
- Perform and present the dances we have learned with information on the history of tap.
 - *Reflect on the presentation.*

Unit 3: Tappin' Through Time
Dance Grades 7, 8
Year One
22 Class Meetings

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 <u>EL Differentiated Instruction</u> • 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

Unit 3: Tappin' Through Time
Dance Grades 7, 8
Year One
22 Class Meetings

March 2026

Assessments

FORMATIVE ASSESSMENTS:

- TWPS
- Daily Participation Checklist
- Warm-up
- Student discussions and responses
- Class Participation (Rubric)
- Accountable Talk Discussions
- Movie Presentation notes and quiz from other presenters (EU 2)
- Tap Dance Vocabulary/ History Test (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- "Performance of History of Tap Dance" (EU 1 & 2)
 - Unit Task Scoring Guide

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- "Performance of History of Tap Dance" (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 tap dance. They will learn how the early styles of dance contributed to the tap steps they are dancing as part of the choreography. (EU 1 & EU 2) They will write and present a short verbal presentation on tap history and why it contributes to their tap dance. (EU 2)

Evaluation: Unit Task Scoring Guide

Unit 3: Tappin' Through Time
Dance Grades 7, 8
Year One
22 Class Meetings

March 2026

Unit Resources
• <i>Shannon Dooling Dances</i> https://shannondoolingdances.com/2020/05/17/dancehistorylesson/ • <u>“Jazz Dance: A History of the Roots and Branches”</u> 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 • Music • Speakers • Paper • Pencils/ Pens