

## 1. ASSESSMENTS

Students will complete all 3 assessment components.

Component 1: Year 8 or 9

Component 2: Year 10

Component 3: Year 11 or 12

Component 1	Component 2	Component 3
Basic Introduction to Tap Dance	Written assessment	Study of Tap Dancers
100% Practical	100% Written assignment	100% Practical

## 2. Subject content and Learning Outcomes

Component 1	Component 2	Component 3
<p>Physical skills and attributes:</p> <p>I have basic awareness when performing by using diagonals, circles and lines.</p> <p>I am becoming aware of the audience by developing my sense of performance.</p> <p>I am developing an artistic sense of self-expression.</p>		<p>Physical skills and attributes:</p> <p>I have very good awareness when performing by using diagonals, circles and lines.</p> <p>I am aware of the audience by a developed sense of performance.</p>
<p>Technical skills:</p> <p>Warm up – I can perform a warm-up exercise using various rhythms and showing spatial awareness.</p> <p>I can execute close-work and warm-up exercise rhythms with ball beats, heel beats and do this at an increasing speed.</p> <p>Technical exercises - I can do shuffles, flaps and paradiddles to an even rhythm, 4-beat cramp roll.</p>		<p>Technical skills:</p> <p>I can perform a warm-up exercise using more complicated rhythm patterns and changing patterns.</p> <p>Warm up - I can execute a close-work warm-up exercise using a more complication use of ball beats and heel beats.</p> <p>Technical exercises – I can do shuffles round the side (from front to side and from side to back), double shuffles, shuffles with heels, paradiddles to an accented rhythm, pick-up on 2 feet, 5-beat cramp roll.</p> <p>I have a working knowledge of steps learned in year 7 and 8.</p>

<p>Compound steps – I can do shuffle hop step, tap step heel, pick-up step, pick-up hop step, pick-up spring step, tap step ball change, 4-beat riff.</p> <p>Turning steps – I can do step ball change, ball change ball change turning.</p> <p>Time-steps – I can do single shuffle timesteps</p> <p>Rhythm – I can clap whole notes, half notes, quarter notes, accented eighth notes. I can match a clapped rhythm to body sounds eg clicks, stamps, body slaps. I can combine different note values into one bar.</p> <p>Music appreciation – I can recognize ragtime, blues and jazz.</p> <p>I am gaining a good sense of line through the use of my body, arms and head. I am beginning to understand the importance of tone and rhythm in tap.</p>		<p>Compound steps – I can do 5-beat riff, waltz-step, pick-up change, pick-up spring shuffle step, pick-up hop shuffle step. I have a working knowledge of steps learned in year 7 and 8.</p> <p>Turning steps – I can do tap step ball change turning.</p> <p>Time-steps – I can do double shuffle timesteps and a single shuffle break. I have a working knowledge of timesteps from year 7 and 8.</p> <p>Rhythm – I can clap even eighth notes. I can clap a given rhythm which combines various note values in one bar. I can respond with body sounds.</p> <p>Music appreciation – I can recognise tango, beatbox <math>\frac{3}{4}</math> time signature (waltz time).</p> <p>I have a good sense of line through the use of my body, arms and head. I have an artistic sense of self-expression. I understand the importance of tone and rhythm.</p>
	<p>Knowledge – Practical/Written Assignment:</p> <p>I can place dance in its historical context and show the development of tap in a theoretical setting.</p>	