

# *Exploring Dance Forms and Styles*

A Guide to  
Concert,  
World,  
Social, and  
Historical  
Dance



Helene Scheff  
Marty Sprague  
Susan McGreevy-Nichols

Includes  with these features:

- 83 minutes of video showing 39 dance performances
- 60 ready-to-use student worksheets
- 60 teacher fact sheets

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A GUIDE TO CONCERT, WORLD, SOCIAL, AND  
HISTORICAL DANCE

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Human Kinetics

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**We dedicate this book to Judy Patterson Wright.  
We have seen many editors in various stages  
in the development of our books,  
but she has been with us from the beginning  
as we began to *Build Dances*.**

# PREFACE

**Welcome to the** diverse world of dance, presented uniquely through text and DVD technology. To help familiarize students with the world of dance, the dance forms in this book have been divided into four categories: concert, world, social, and historical dance. The book includes a bound-in DVD with 60 examples of dance forms and styles, including 39 video clips recorded especially for this book and 21 dances found through Internet searches. How you incorporate these videos into your curriculum can be as varied as the dances.

This book was written as a response to the increased awareness of dance as a learning tool in both the educational and the lay community. Dance is being integrated into K-12 education as a means to explore other subjects through interdisciplinary learning. We first explored interdisciplinary learning at Roger Williams Middle School and then at Providence Academy of International Studies, both in Providence, RI. In California, where Sue is a national arts education consultant, many times classroom teachers are required to address dance standards with little or no training and with lack of financial resources. To expose students to a variety of dance forms, schools are limited in bringing dance groups into schools to perform or sending students out to view live performances because of lack of funds and time. Thus, we were approached about developing a resource that would fill this need and the idea to write this book was born.

*Exploring Dance Forms and Styles* provides students and teachers the opportunity to view a wide range of dances representing the many ways people experience dance in their lives. Through analyzing and understanding dance as an art form—seeing it through a historical and cultural context and understanding its social function—students are able to meet dance content standards and practice critical and creative thinking skills. Teachers will no longer have to own a vast number of dance videos in order to expose their students to multiple dance forms; all that they need is in this book and DVD package. In addition to the wide variety of dance experiences in four dance categories, teachers are also given the tools and processes to help students dig deeply into dance content, saving hours of class preparation time.

This book is written for a wide variety of educators. For dance specialists, music teachers, media specialists, and classroom teachers who would like to teach other subject matter through dance, *Exploring Dance Forms and Styles* will add historical, cultural, and social influences to the curriculum. These motivated teachers are not required to have prior knowledge about dance specifics. However, it is helpful for them to have an element of play in how they teach their students, no matter their ages.

The goal of this book is to familiarize the audience with a basic knowledge of a variety of dance forms and styles. Because of the many definitions and multiple uses of the term *genre*, the word *form* in this book means type of dance. For the purpose of this book, the word *style* means characteristic movement and expression of the choreographer or dancer. The text and the student worksheets (Student



Knowledge Quest Worksheet) cover materials that you can use whether you are a dance expert or you have no dance experience or expertise at all.

## Features and Benefits of This Book

This book is a significant addition to any dance library. The most unique feature among many in this book is clearly the DVD, which includes video clips of 39 dances. Presently no other single resource explores 60 dances. Also there is appropriate background information on the dances and student worksheets. These Knowledge Quest worksheets can be altered to fit the particular needs of educators and students. The more familiar you become with the process of working with the worksheets, the more capable and comfortable you and your students will be with researching even more dances that are not included on the DVD, further broadening your knowledge base. Students of all ages can enhance their research skills using traditional or newer methods. Most important, they will see the practicality and the fun of learning about the dances in the context of historical, social, and world cultures and how the field of concert dance can bring them to life.

This book includes the following benefits:

- This is a resource for one-stop shopping to find dances from historical, to world, to social, and to stage (concert). This makes using the book and the resources in it very practical and an efficient and user-friendly way to pass along knowledge.
- All in compact form, the reader can view these dances, get the background information, and learn about additional resources available to them which expand their knowledge even more.
- The reader can find commonalities among many dances.
- The reader can take time and really see how traditions travel from one area of the world to others.

## Structure of This Book

In part I, Building Critical Thinking Skills in Dance, we prepare students to explore the dances and respond to the Knowledge Quest worksheets that follow in part II. We explain the four parts of the Knowledge Quest worksheets: viewing, connecting, responding, and performing. Within each worksheet students are asked these four related questions: What did you see? (chapter 1), What do you know? (chapter 2), What do you think? What do you wonder? (chapter 3), and What can you do? (chapter 4).

Part II, Sorting Dances Into Categories and Subcategories, then shows the organization of dance forms into four categories of dance: concert or theatrical dance, world dance, social dance, and historical dance. Chapters 5 through 8 discuss each of these categories more specifically. This organization allows for broad looks into dance forms and deep investigation into specific dances. Each set of Knowledge Quest worksheets gives teachers the information that is needed to delve into the individual dances.

In part III, Using Dance Forms: Looking at Dance Through Different Lenses, chapters 9 through 12 extend the student work into lessons, themes, and a unit.

The teachers then share this information with students who will be able to answer the questions on the worksheets. Teachers may find themselves involved in direct teaching and facilitating observations, discussions, and movement activities.

## **Get Ready, On Your Mark, Get Set, Go!**

*Exploring Dance Forms and Styles* is an essential tool for both dance and nondance educators and their students. It can be a companion and resource for educators who are integrating dance into the curriculum as well as those teaching other subjects through dance.

It enables you to adopt and adapt research methods and information for your unique circumstances. No matter your level or your venue, with this book and DVD you can easily travel through the world of dance through the process of research.

Now that you have been introduced to *Exploring Dance Forms and Styles* you are ready to take part in an adventure in viewing, connecting, responding, and performing. The following section, How to Use this Book and DVD Package, is your guide for exploring all the dance forms and styles in this book and DVD package and in other resources. It will take you places you may have never been or experienced. The tools given to you in this resource will take you beyond this book and into your future in appreciating the field of dance and all it has to offer. So, *get ready* (DVD, monitors, and computers), *on your mark* (excitement is building; make sure you get your students in that mode), *get set* (look at and print out any forms you will need from the easily-accessible DVD), and *go!*

# ACKNOWLEDGMENTS

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All of the dancers and musicians who signed on to this project and shared their talents have our gratitude. Through their performances, they show the DVD audience what the dances are all about. We also thank our dedicated readers for supporting us in our work; we couldn't be where we are without your reading, buying, and talking up our publications.


We continue to be indebted to Human Kinetics for their trust in us throughout our many-year history together. From acquisitions through final printing, we always count on them for their concern and mentoring.



# HOW TO USE THIS BOOK AND DVD PACKAGE

**This book and** DVD package supports learning through viewing, observing, connecting, responding, and performing. It includes ways to involve students in the performing process by using the video clips on the DVD as a starting point to create and re-create. All of the forms found in this book, including those found in part II, can also be found in full-size format on the DVD for easy printing. Use the dance finder to locate specific Knowledge Quest materials. The bound-in DVD includes the following resources:

- 39 video clips of dances from four categories: concert or theatrical dance, world dance, social dance, and historical dance
- 21 additional recommended video clip Web searches
- 60 Student Knowledge Quest (KQ) worksheets, teacher resource pages (Information and Teaching Tips), and answer sheets for KQ worksheets (one for each dance video clip and video clip Web search suggestion that appears in part II and on the DVD)
- A blank KQ video clip search template that can be adapted to fit your own needs
- Two blank versions (levels 1 and 2) of a 4-Square form, a tool that will help students of all levels observe and analyze dances
- A video viewing guide that can be used as an alternative tool that students can use to analyze any dance

All of the forms in part II of the book appear on the DVD. Some forms from other parts of the book appear on the DVD as well. To help you identify which of these forms are included, a DVD icon  is placed on those forms not appearing in part II of the book.

In addition, references are listed on the teacher resource pages, called Knowledge Quest: Information and Teaching Tips. Web explorations provide a great way for students to engage in Web-based research and technology. At the end of the book is a glossary that defines words that appear in boldface throughout the book.

You will find that some of the KQ worksheets are more rigorous than others. You can approach the viewing of video clips from different levels of experience, and thus the activity is less about grade level and more about exploration tailored to student experience level.

The video clips on the DVD may not always be of professional dancers or dance companies, but they do show how many different types of people with various body shapes, ages, and skill levels can dance and are familiar with so many dance forms and styles. Anyone can dance if given the proper tools and settings.

## **Understanding and Working With Student KQ Worksheets**

Based on your students' grade level and especially their experience level with dance, decide whether you will use the student KQ worksheet as it is formatted in the book (recommended for early grades) or add to the basic form by copying and pasting additional questions from the Teaching Strategies section of the Knowledge Quest: Information and Teaching Tips page to the adaptable student KQ worksheet found on the DVD for that specific dance. Specifically you need to decide whether to do the following:

1. Have students write or share their observations for each section.
2. Use the discussion starters and suggested questions listed in the Knowledge Quest: Information and Teaching Tips for question 1. Remember that if you decide to add these more detailed questions to the student KQ worksheet, you will need to copy these questions from their page found on the DVD and paste them into the adaptable student KQ worksheet, also found on the DVD.
3. Use the 4-Square forms in addition to the Viewing: What did you see? section on the student KQ worksheet to help students identify the elements of movement. Choose to have students complete the 4-Square Level 1 form or the 4-Square Level 2 form. See the following section for more information on what you will find in each of the 4-Square forms.

## **Viewing: What Did You See?— Using the 4-Square Forms**

Use the 4-Square Level 1 form in addition to the first question on the student KQ worksheet (Viewing: What did you see?). It uses everyday language to help younger students or those with little or no dance experience to break down the movement of the dancers using everyday language. The following table explains the sections of the 4-Square Level 1 form in more detail.

This category breaks down what body part is used, the shape the body makes, if movement is isolated to a specific body part, and whether the body moves only in place or travels. In dance the category is defined as body, shape, motion.

In dance language this category is about the quality of movement or what degree or type of energy or force the dancer used; intention; and time which relates to the duration (how long) of the movement and relationship to tempo (speed) and rhythms (patterns).

#### 4-SQUARE LEVEL 1

##### How do the dancers use their bodies?

*Body parts most often in use*

torso (chest, hips) legs feet  
arms shoulders hands head

*Shape of body*

angles curves straight twisted  
same on both sides  
different on both sides

*Moving one body part at a time*

*Moving in place*

bending stretching twisting

*Movement that travels*

walk hop jump slide leap

other (describe): \_\_\_\_\_

##### How do the dancers move?

*Movement elements*

with power  
with little power  
surprisingly  
continuously

looking and moving in one direction  
looking and moving in more than one direction

controlled  
uncontrolled

*Speed of movement*

fast medium slow

*Are any movements accented or emphasized?*

yes no

*How long do the movements last?*

long medium short

*Are there repeated rhythmic patterns?*

yes no

*Types of movements include*

suspended shaking swinging  
percussive collapsing vibratory

other: \_\_\_\_\_

##### How do the dancers use the space around them?

*Size of movement*

large medium small

*Body levels*

low middle high

*Movement done close to the body*

*Movement done far from the body*

*Dancers stand*

in circles in squares in lines  
scattered (spread out)

*Foot patterns traced on the floor*

curved straight circular

*Directions in which dancers travel*

forward sideways  
backward diagonal

##### What are the dancers' relationships to each other?

*Dancers dance*

alone in partners  
in groups (trio, quartet, etc.)

*Dancers relate to*

other dancer(s) object audience

*Dancers' relationships to each other are mostly*

over under around through  
in front behind beside  
near each other far from each other

*Contact between and among dancers*

touching holding  
supporting each other's weight  
lifting each other

other: \_\_\_\_\_

In dance language this category is defined as space. It defines where the body is located in the performance space and the pathways in which it moves.

This category identifies how the dancer worked with other dancers.

Use the 4-Square Level 2 form for the Viewing: What did you see? question on the Student KQ Worksheet. It helps the students to break down the movement of the dancers using specific dance terminology for older students or those with dance experience. The following table explains the sections of the 4-Square Level 2 form in more detail.

Both sides of the body being the same (symmetrical) versus both sides of the body not being the same (asymmetrical).

Parts of the body moving independently.

The extremes of space are direct (channeled singular focused awareness) to indirect (flexible all-encompassing attention).

Movement created by a combination of weight, time, and space movement elements.

The time/force/energy reference below uses the method of categorizing movement coined by dance education pioneer Margaret H'Doubler.

## 4-SQUARE LEVEL 2

### How do the dancers use their bodies?

*Body parts most often in use*  
torso (chest, hips) legs feet  
arms shoulders hands head

*Shape of body*  
angles curves straight twisted  
symmetrical asymmetrical

*Isolations*  
*Nonlocomotor*  
(axial):  
bending stretching twisting  
(peripheral):  
spoke arc carve

*Locomotor*  
walk hop jump slide leap  
sissonne (2 feet to 1 foot)  
assemblé (1 foot to 2 feet)  
other (describe): \_\_\_\_\_

### How do the dancers use the space around them?

*Size of movement*  
large medium small

*Levels*  
low middle high

*Near space (movement done close to the body)*  
*Far space (movement done far from the body)*

*Formations*  
circles squares lines scattered

*Pathways (floor patterns)*  
curved straight circular

*Air patterns (trace patterns in the air left by dancers' movements, e.g., figure 8)*  
curved straight circular

*Directions in which dancers travel*  
forward sideways  
backward diagonal

Laban is a system and language for observing, describing, and notating all movement. Invented by Rudolf Laban, this system uses his theories of effort and shape to describe, interpret, and document human movement.

### How do the dancers move?

*Movement elements (Laban efforts)*

*Weight:* with strength (powerfully)  
with lightness (delicately)

*Time:* suddenly (surprisingly)  
sustained (continuously)

*Space:* direct (one focus)  
indirect (multifocal)

*Flow:* bound (controlled)  
free (uncontrolled)

*Effort elements (Laban effort actions)*  
dab punch float glide  
wring press flick slash

*Time*  
*Tempo:* fast medium slow

*Are movements organized into distinct phrases?*  
yes no

*Are any movements accented or emphasized?*  
yes no

*Duration of movements*  
long medium short

*Are there repeated rhythmic patterns?*  
yes no

*Movement qualities (force or energy)*  
suspended shaking swinging  
percussive collapsing vibratory

other: \_\_\_\_\_

### What are the dancers' relationships to each other?

*Dancers dance*  
alone in partners  
in groups (trio, quartet, etc.)

*Dancers relate to*  
other dancer(s) object audience

*Dancers' relationships to each other are mostly*  
over under around through  
in front behind beside  
near each other far from each other

*Contact between and among dancers*  
touching holding  
supporting each other's weight  
lifting each other

other: \_\_\_\_\_

The extremes of weight from light to heavy sensation.

The extremes of time are sustained (prolonging, lingering, decelerating) and quick (sense of urgency and rapidity).

Space + Weight + Time  
= Flow

dab: direct (s),  
light (w), sudden (t)

punch: direct (s),  
strong (w), sudden (t)

float: indirect (s),  
light (w), sustained (t)

glide: direct (s),  
light (w), sustained (t)

wring: indirect (s),  
strong (w),  
sustained (t)

press: direct (s), strong  
(w), sustained (t)

flick: indirect (s),  
light (w), sudden (t)

slash: indirect (s),  
strong (w), sudden (t)

For both levels of the form, be sure to impress on students that they only need to record what they see, regardless of the form that they are using.

Begin to teach dance vocabulary by having students compare the level 1 and level 2 forms to each other. They are aligned so students can compare what they circled in level 1 to its technical term in level 2.

For differentiating instruction, appropriate adjustments can be made for students with limited English, special needs, or reading difficulties by doing the following:

- Having students collaborate in pairs or groups to draw on each other's strengths
- Having a class discussion instead of reading and writing on worksheets
- For younger students, using the thinking routine I See, I Think, I Wonder (see page 294) and charting out student responses as a class.

## **Using the Teacher and Student Knowledge Quest Worksheets**

Each dance included in the book and on the DVD has a series of forms: two of the forms are for the teacher and one is for the student. The Knowledge Quest: Information and Teaching Tips form on pages xxii-xxiii provides basic information for the teacher about the dance and teaching tips with a menu of suggested questions specific to each dance. These questions can be discussed as a class or answered in writing.

## KNOWLEDGE QUEST:

### INFORMATION AND TEACHING TIPS

Category M: Social Dance (Alone in a group)

Category A: Concert

Category A: World (North America)

Name of Dance: Break Dancing

*"The winner was the one who could bust out moves that hadn't been witnessed before; who could do something the other guy couldn't match."*

Mandalit del Barco

([www.npr.org/programs/morning/features/patc/breakdancing](http://www.npr.org/programs/morning/features/patc/breakdancing))

### BACKGROUND INFORMATION

Before students view the video clip, share the following information with them.

- *Translation:* Break dancing was introduced and promoted by superstar James Brown, with his big hit "Get on the Good Foot." The dance called good foot was soon called B-boy; shortly afterward it was called break dancing, or breaking.

- *Timeline:* Break dancing first came about in the late 1960s.

- *Function or reason:* What began as a way for rival street gangs to solve turf disputes, soon became a dance phenomenon. "As the 70's evolved, much emphasis was placed on groundwork involving stylized leg movements (so-called Floor Rock or Down Rock)." Soon spectacular moves were invented and were added to the mix. "Still, the basic form of both rocking and breakdance 'cutting' contests remained the same until the 'Rock Steady Crew' and the 'Electronic Boogaloo Lockers' (later renamed the 'Electric Boogaloos') literally hit the streets of New York with the spectacular hand-gliding, back-spinning, windmilling, and head-spinning ground moves that have since become synonymous with the word breakdance. The dance gained in worldwide popularity during the '80s and '90s with break-dance moves being incorporated into movies and musical theater productions and European and Asian aficionados adding their own exuberant spins and whirls to the mix" ([www.centralhome.com/breakdance.htm](http://www.centralhome.com/breakdance.htm)). Today breakdancing is as popular and exciting as ever and combines with other street dance such as locking, popping, and krumping.

- *Who does this dance:* Boys, girls, men, and women do this dance.

- *Music and rhythms:* Break dancing is usually done to hip-hop music.

- *Traditional clothing or costume:* Hip-hop fashion is a must. Hooded sweatshirts, ball caps, headbands, bandanas, baggy pants, and big brand-name basketball shoes are favorites.

- *Other information:* Four types of movements that make up break dancing:

- *Toprock* refers to any series of steps performed from a standing position. It is usually the first display of style and it serves as a warm-up for transitions into more athletic maneuvers.

- *Downrock* includes all footwork performed on the floor such as a six step. Normally performed with the hands and feet on the floor, downrock displays the break dancer's foot speed and control and transitions into power moves.

- *Power moves* are actions that require momentum and physical power to execute. In power moves, the break dancer relies more on upper body strength and is usually on his or her hands during moves. Power moves include the windmill, swipe, and flare.

- *Freezes* usually end the routine and halt all motion in a stylish pose. The more difficult freezes require the breakdancer to suspend himself or herself off the ground, using upper body strength, in poses such as the handstand or pike.

### REFERENCES

<http://en.wikipedia.org/wiki/Breakdance>

[www.globaldarkness.com/articles/history%20of%20breaking.htm](http://www.globaldarkness.com/articles/history%20of%20breaking.htm)

[www.centralhome.com/breakdance.htm](http://www.centralhome.com/breakdance.htm)

Although some dances list more than one category, the first category listed on the KQ worksheet describes its most natural fit.

An interesting quote or comment on the dance

The function or reason for why people do this dance

Age- or gender-specific information on who performs the dance

The style, type, or tempo of music

Any special clothing required to enhance or embellish performance

Specific Web sites used to create the Background Information section. KQs for other dances may include other types of resources.

Specific type or style of dance

This section contains interesting information about the dance that is not addressed in the other sections. Sometimes this information can be used to inform KQ section 3, Responding: What do you think? What do you wonder?, and section 4, Performing: What can you do?.



Information on the teaching process

Specific details on what the student observes. Choose to use the Viewing: What did you see? question, the 4-Square form (either level 1 or 2), the viewing guide, or just have a class discussion using the suggested discussion starters and questions. See more information on this section in chapter 1.

This section enables students to apply knowledge from the other sections or discover new information to create a new dance, re-create a dance, or both. See more information on this section in chapter 4.

## TEACHING STRATEGIES

The video clip should be viewed at least three times (see chapter 1). After students record and discuss their observations and before the third viewing, use the discussion starters listed next to facilitate class discussion. Feel free to paraphrase and choose the questions that work best with your students.

### Viewing: What Did You See?

**Suggested discussion starters and questions:** What is the first thing that strikes you about this dance? How would you describe this dance in three words? What body parts are used the most?

### Connecting: What Do You Know?

**Suggested discussion starters and questions:** When have you ever seen a dance like this performed? How was it like this dance? How was it different?

### Responding: What Do You Think? What Do You Wonder?

**Suggested discussion starters and questions:** Some experts think that break dancing is linked to Capoeira, a Brazilian dance invented by African slaves. Do a Web search for a video of Capoeira. Compare and contrast it to break dancing.

What questions do you have about this dance? Write them down and continue your research. Some of these questions can be answered through movement.

### Performing: What Can You Do?

Choose both Re-create and Create, one of these two activities, or make your own performing work that you think is most appropriate for your students.

#### **Re-create**

Choose three movements that you can perform safely from the video to re-create.

*Note:* Use ideas from recorded observations from question 1 (What did you see?).

#### **Create**

There are four basic elements that form the foundation of break dance. They are toprock, down-rock, power moves, and freezes. Create one movement that represents the big idea of each element and perform your routine.

**\*If you need music and don't have it among your resources, use the video.**

## FUN FACTS

A break dancer, breaker, or B-boy or B-girl refers to a person who practices break dancing. Groups of break dancers are called crews.

## WEB EXPLORATIONS

Key terms to search for include break dancing, hip-hop, vernacular dance, and street dance.

Questions used to access prior student knowledge and connect to new student knowledge. Select any of the following questions to ask the students, or simply ask students about what they already know. See more information on this section in chapter 2.

Questions used to get students to make observations about, compare and contrast, or analyze the dance. Select any of the following questions or simply ask students about what they think about the dance and what questions they may have that could be researched. See more information on this section in chapter 3.

The second form, the Student KQ Worksheet, is a basic student worksheet that can be used as is for younger and less experienced dance students or modified by copying and pasting questions from the list of discussion starters and suggested questions that are contained in the Teaching Strategies section on the Knowledge Quest: Information and Teaching Tips form located on the DVD for each dance. The second teacher form is the Answer Sheet for the KQ worksheet and lists several possible answers for each section of the student worksheet. Following are explanations of all three forms.

The student worksheet can be used just as it is for all grades, or you can choose some or all of the specific discussion questions from the Knowledge Quest: Information and Teaching Tips to copy and paste from the DVD. Have students record answers directly in worksheets or chart out answers as part of a class discussion.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## STUDENT KNOWLEDGE QUEST WORKSHEET

Name of Dance: Break Dancing

1. Viewing: What did you see?

Record your observations. Describe what you see. Be specific.

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2. Connecting: What do you know?

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3. Responding: What do you think? What do you wonder?

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4. Performing: What can you do?

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## ANSWER SHEET FOR STUDENT KNOWLEDGE QUEST WORKSHEET

Name of Dance: Break Dancing

1. Viewing: What did you see?

Record your observations. Describe what you see. Be specific.

Rhythmic footwork, spin, twist, poses, holds, flipping, tricks, walking on hands, swinging, rhythmic turning foot movements, strength movements, hopping, skip-like movement, spin on back, helicopter. Dancing at all levels. Dancer does not look at audience, however body is facing almost all positions at some point. Generally involves fast movement except when doing holds or freezes.

The answer sheet contains some of the answers to look for on student worksheets, including what to look for should you decide to have students use the 4-Square, levels 1 or 2.