## RESOURCE LIST FOR SPECIFIC DANCE STYLES (Teacher Reference)

### Video

**Gumboot:**
www.youtube.com/watch?v=9QohxSKc8ps

**Capoeira:**
www.abadacapoeira.org/capoeira

**Step Dance:**
*Stomp the Yard, 2007, Rainforest Films, Sony Pictures* Screen Gems (directed by Sylvian White)
See also: www.moviefone.com/movie/stomp-the-yard/25381/main

### Print


*Note:* Preview to select appropriate sections/clip for students.

### Capoeira:

www.ithaca.edu/capoeira/pages/history.html
www.cwo.com/~lucumi/capoeira.html
www.britannica.com/EBchecked/topic/94060/capoeira
www.capoeirauniverse.com/capoeira_history.html

**Gumboot:**
www.gumbootsworldtour.com/english/history.html
www.southafrica.net/sat/content/en/us/full-article?oid=20921&sn=Detail&pid=119
www.ehow.com/facts_5121041_history-gumboot-dance.html

**Hip hop/break dancing:**
www.hip-hop-dance.net/history-of-hip-hop-dance.html
www.centralhome.com/hip-hop-dance-history.htm

**Modern dance:**
www.dancedirectory.co.za/content/articles/articles.asp?MID=270&Section=ModernDanceandHipHop

**Step dancing:**

**Swing dancing:**
http://centralhome.com/Ballroomcountry/swing.htm
www.just-the-swing.com/his/swing-history/swing-dance-era
DANCE STYLES PLACE MAT (Teacher Reference)

Individuals: List six details that you notice about the image.
Groups: Summarize and create a list to share with others.

INDIVIDUAL

INDIVIDUAL

GROUP

INDIVIDUAL

INDIVIDUAL
### DESCRIBING DANCE (Teacher Reference)

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Body**  | Body zones—upper body, lower body  
|           | Shapes—angular, twisted, curved  
|           | Locomotor movement—running, galloping, marching on the spot; non-locomotor movement  
|           | Organic shape, geometric shape |
| **Space** | Level—high, medium, low  
|           | Direction—forward, backward, sideways  
|           | Pathway—straight, curvy |
| **Time**  | Fast, slow, increasing speed, decreasing speed, rhythm, uneven, even, without music, with music, pause, frozen |
| **Energy**| Melting, twitching, slumping, pushing, pressing, gliding, punching, floating, smooth, cautious, forceful, light, strong |
| **Relationship** | Meet, part, follow, lead, partners, trio, group of four, large group, small group, in front of, over, around, interconnected shapes |

*Adapted from The Ontario Curriculum, Grades 1–8, The Arts, The Elements of Dance, p. 148.*
**Part 1: Dance Styles Research**

a) Work with others who have selected the same dance style to research information about each of the topics listed below for your selected dance style. Divide the research up among group members (you may work individually or with a partner).

<table>
<thead>
<tr>
<th>Topics</th>
<th>A. Major events connected with this dance style in the order they happened (include the year or decade when the dance emerged, and where it began)</th>
<th>B. Information about the society (class system, family structure, etc.) at the time this dance style developed</th>
<th>C. Information about the political system at the time this dance style developed. Who was in power and how did the government function?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Researcher(s):</td>
<td>Researcher(s):</td>
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</tr>
<tr>
<td>D.</td>
<td>Information about the economy at the time this dance style developed. How did people make a living, what was the major industry of the area, etc., and how did this influence this dance style?</td>
<td>E. Information about the context of the dance. Who was dancing, what they were wearing, what their costumes were like, etc.</td>
<td>F. Information about the elements of dance. How body, space, time, energy, and relationship are used in this dance style.</td>
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b) Use the Dance Styles Organizer (Appendix E) to jot brief point form notes on each topic.
Part 2: Triarchic Intelligences Choice Board

a) From the Triarchic Intelligences Choice Board below, select a product option based on your intelligence preference.

b) Create the product so that it answers the essential question: How have events and ways of living influenced a particular dance style? Address Topics A to F, above, for your selected dance style.

c) When describing a dance style, use words that describe the elements of dance.

<table>
<thead>
<tr>
<th>Triarchic Intelligences Choice Board</th>
<th>Practical Intelligence (real world smarts) Option</th>
<th>Creative Intelligence (thinking out-of-the-box smarts) Option</th>
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<tr>
<td>Analytical Intelligence (logic smarts) Option</td>
<td>Find a way to share the information so that your audience understands and respects the dance style. Options might include: taking the audience through a hands-on experience, doing some of the dance, giving an oral presentation, or demonstrating the dance.</td>
<td>Find a way to share the information so that your audience feels involved. Options might include: a narrated tableau sequence, skipping or hop-scotch, a game, or a picture you have created.</td>
</tr>
<tr>
<td>Option</td>
<td>Find a way to share the information so that your audience feels they are receiving information that is clear, concise, and well organized. Options might include: a timeline, chart or other graphic organizer. Consider a human timeline or chart formed by group members.</td>
<td></td>
</tr>
</tbody>
</table>

Part 3: Triarchic Intelligences Presentation

a) Form a group of three or more that includes other students who have different Triarchic Intelligence preferences.

b) Create a group product that includes parts of the individual product contributed by each group member.

c) Include information from all of the topics, A to F, in your group’s final product.

d) Divide the topics across the three intelligence preferences. Remember that each intelligence preference will show some information more effectively than others. However, where possible, try to show the same information in all three ways.

e) Present/Share

f) Make brief notes—see Dance Styles Organizer (Appendix E)—for one of the other dance styles that are presented.
### DANCE STYLES ORGANIZER

Jot brief point form notes for each topic.

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