

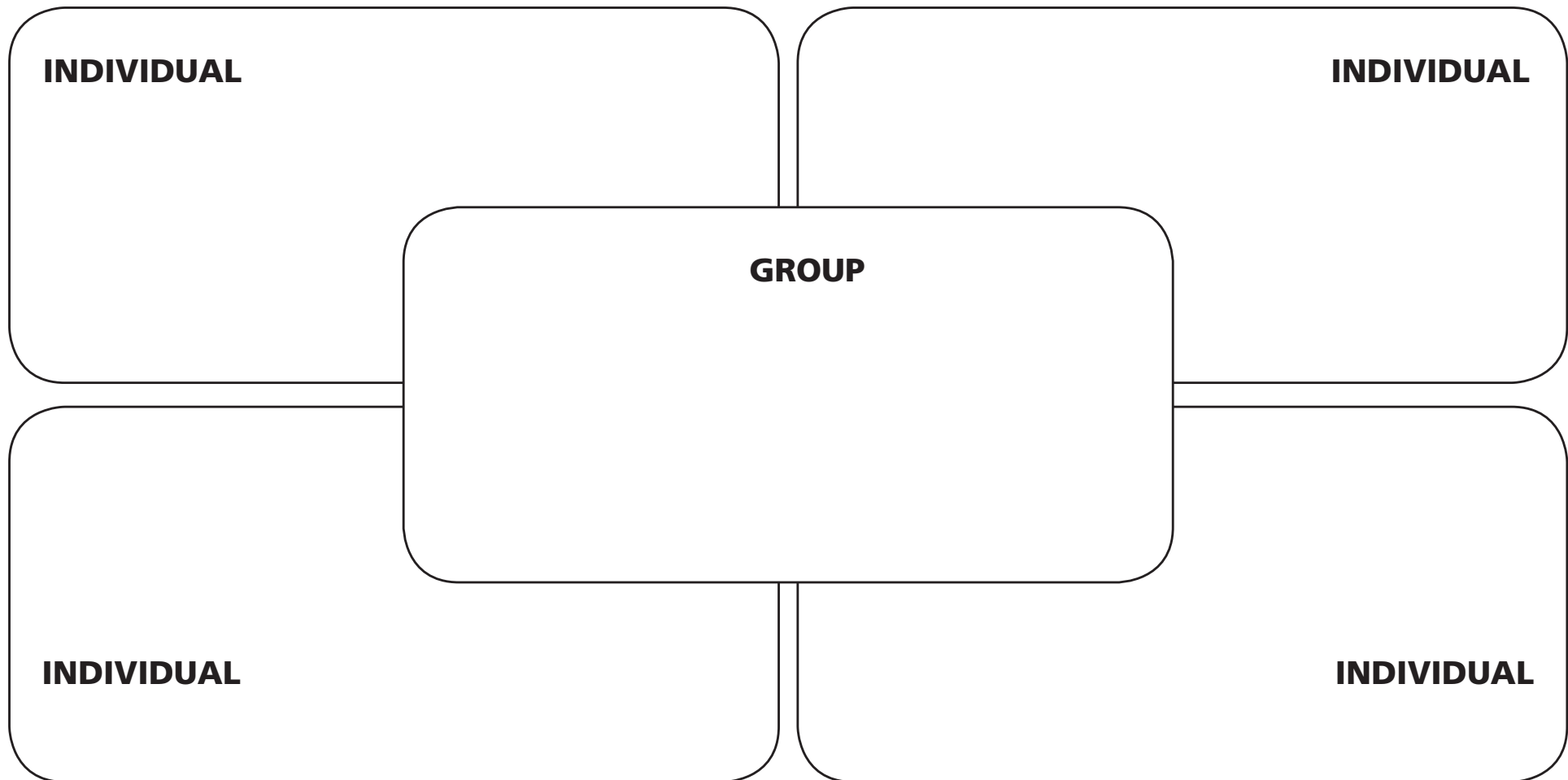
RESOURCE LIST FOR SPECIFIC DANCE STYLES (Teacher Reference)

Video	Print
<p>Gumboot: www.youtube.com/watch?v=9QohxSKc8ps</p> <p>Capoeira: www.abadacapoeira.org/capoeira www.worldartswest.org/plm/guide/printablepages/gumboot.pdf</p> <p>Step Dance: *<i>Stomp the Yard</i>, 2007, Rainforest Films, Sony Pictures' Screen Gems (directed by Sylvian White) See also: www.moviefone.com/movie/stomp-the-yard/25381/main</p>	<p>Capoeira, Nestor. (2002). <i>Capoeira: Roots of the Dance-Fight-Game</i>. Berkeley, CA: North Atlantic Books, ISBN 978-1556434044.</p> <p>*Gitler, Ira. (1985). <i>Swing to Bop: An Oral History of the Transition in Jazz in the 1940s</i>. Toronto, ON: Oxford University Press, ISBN 978-0195036640.</p> <p>Nelson, Tom L. (2008). <i>Swing Dance Encyclopedia</i>. Bloomington, IN: Authorhouse Pub. (2nd edition) ISBN 978-143435960.</p> <p>*Neal, Mark Anth and Forman, Murray (2004). <i>That's the Joint!: The Hip-Hop Studies Reader</i>. New York, NY: Routledge Pub., ISBN 978-0415969192.</p> <p>Fitzgerald, Tamsin (2008). <i>Hip Hop and Urban Dance</i>. Chicago, IL: Heinemann Library, ISBN 978-1432913786.</p>
<p>*Note: Preview to select appropriate sections/clip for students.</p>	
<p>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</p> <p>Gumboot: www.gumbootsworldtour.com/english/history.html www.greenleft.org.au/1998/343/19782 www.southafrica.net/sat/content/en/us/full-article?oid=20921&sn=Detail&pid=119 www.ehow.com/facts_5121041_history-gumboot-dance.html</p> <p>Hip hop/break dancing: www.hip-hop-dance.net/history-of-hip-hop-dance.html www.centralhome.com/hip-hop-dance-history.htm</p>	<p>Modern dance: www.dancedirectory.co.za/content/articles/articles.asp?MID=270&Section=ModernDanceandHipHop</p> <p>Step dancing: www.bedford.k12.ny.us/webpages/kcallender/files/History_of_Step.pdf http://media.www.floral.net/media/storage/paper293/news/2007/10/25/News/Step-On.In.To.Step.History-3058622.shtml</p> <p>Swing dancing: http://centralhome.com/Ballroomcountry/swing.htm www.just-the-swing.com/his/swing-history/swing-dance-era</p>



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.



DESCRIBING DANCE (Teacher Reference)

Element	Description
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.



DANCE STYLES RESEARCH, CHOICE BOARD AND PRESENTATION (page 1 of 2)



Names: _____ Dance Style: _____

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).

Topics		
<p>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)</p> <p>Researcher(s):</p>	<p>B. Information about the society (class system, family structure, etc.) at the time this dance style developed</p> <p>Researcher(s):</p>	<p>C. Information about the political system at the time this dance style developed. Who was in power and how did the government function?</p> <p>Researcher(s):</p>
<p>D. 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?</p> <p>Researcher(s):</p>	<p>E. Information about the context of the dance. Who was dancing, what they were wearing, what their costumes were like, etc.</p> <p>Researcher(s):</p>	<p>F. Information about the elements of dance. How body, space, time, energy, and relationship are used in this dance style.</p> <p>Researcher(s):</p>

b) Use the Dance Styles Organizer (Appendix E) to jot brief point form notes on each topic.



DANCE STYLES RESEARCH, CHOICE BOARD AND PRESENTATION (page 2 of 2)



Names: _____ Dance Style: _____

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.

Triarchic Intelligences Choice Board		
Analytical Intelligence (logic smarts) Option	Practical Intelligence (real world smarts) Option	Creative Intelligence (thinking out-of-the-box smarts) Option
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.	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.	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.

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

Name: _____

Jot brief point form notes for each topic.

<p>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)</p>	<p>B. Information about the society (class system, family structure, etc.) at the time this dance style developed</p>	<p>C. Information about the political system at the time this dance style developed. Who was in power and how did the government function?</p>
<p>D. 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?</p>	<p>E. Information about the context of the dance. Who was dancing, what they were wearing, what their costumes were like, etc.</p>	<p>F. Information about the elements of dance. How body, space, time, energy, and relationship are used in this dance style.</p>

