

*Fayette County Public Schools*

*ARTS AND  
HUMANITIES  
CURRICULUM*

*ELEMENTARY  
DANCE  
MATERIALS*

Updated 3/2003

The following materials have been pulled together in order to facilitate the teaching of Dance Core Content at the elementary level. The materials are drawn from many different sources. One of the main sources is a text/resource entitled **ARTY**, created by Marion Tabor. Some of those materials are adaptations of material found in other sources, such as KDE etc. Large portions of these concepts are also taken from “Dance Sense,” a video series produced by KET. These materials will be continually up-dated and revised in order that Fayette County teachers have the best materials possible from which to work.

Dr. Frank Messina  
CIAS

Note: **ARTY** is Marian W. Tabor. Each elementary school in Fayette County has been provided with a copy of this text. If you have further questions you can reach Ms. Tabor at [www.artyonline.com](http://www.artyonline.com), or [ED\\_ARTY2000@msn.com](mailto:ED_ARTY2000@msn.com) or **(270) 785-9210**

The **Dance Sense** videos are available through KET. KET can be reached at 1-800-333-9764

# The Basics of Elementary Dance Assessment

## Elements of Dance

**Space** – Shape of the body, shapes made by groups of dances, direction, pathways level

**Time** – Beat, Rhythm, Tempo

**Force** – Use of energy while moving

## Form

Beginning/Middle/End  
AB/ABA etc.

## Cultures/Periods/Styles

West African

Native American

Colonial/Folk Dances (European origin)

## Purpose of Dance

Ceremonial/Ritualistic

(Celebration, Hunting, Wedding, etc.)

Recreational (folk, social)

Artistic (Performance, ballet, modern, etc.)

## Dance Movements

### Locomotor

Walk  
Run  
Skip  
Hop  
Jump  
Slide  
Leap  
Gallop

### Non-Locomotor

Bend  
Stretch  
Twist  
Swing

**Dance communicates:** Ideas, thoughts and feelings

## **Past – Present – Future**

Dance past, present and future is all connected. It began, so long ago, with a heartbeat, a rhythm, a repetition, an imitation, a story . . . and continued with patterns and shapes and forms passed on from generation to generation. There are really very few dance steps . . . and once you learn them (or at least learn to recognize them) you will see them repeated again and again, changing with the rhythm and style, seemingly “different,” but the basics are there just like “A.B.C’s.” They originated with simple people moving most naturally. Eventually, some styles of dance became very formalized, as in ballet. Some forms reflect the very essence of a people, as in African, Native American, Hindu. Social dance reflects the music, dress, original location and, many times, social climate of a period of time (look at “hip hop” in today’s culture versus the waltz in Vienna in the 1800’s). Ballroom dancing is in competition the world over now and will be known in future Olympics as “Sports Dancing”!!!! “Folk” dance reflected a specific geographical location, in its original form, and has blended with time, as the world becomes smaller and smaller. Dance is a profession to some and recreation to others, but, frankly, it’s just movement to a beat and that has been and will be around for a long time. We carry a lot of history with us when we explore the world of dance . . . and it’s wonderfully interesting to investigate it.

Annie Hodapp  
Kentucky Institute for Arts in Education

# *Notes from KET's Video Series, "Dance Sense"*

## **UNDERSTANDING DANCE**

### **A Definition of Dance:**

Dance is a form of communication

Dance – The art of the human body in motion . . .

**Choreographer** creates the dance

**Individual dancer** performs or “interprets” the dance – Each dancer will do the same dance in a unique way

**Culture** – All dances reflect the culture in which they were created; the way people think and the things they believe

Dance – The art of the human body in motion, influenced by the choreographer, the culture and the individual artist

### **Combining Movements:**

We are surrounded by movement: Every day movements like walking or brushing our hair; athletic movements like running, jumping and bending; ceremonial-type movements that are careful, precise, deliberate and respectful.

The choreographer (which could be the individual dancer) takes these natural movements, and sometimes unusual movements that they invent or copy, and create expressive dances.

Everyday movements are turned into dance movements by **repetition, exaggeration and changes in intensity (force)**

Most ceremonial and folk dances are developed by different people of a culture over a long period of time. We usually cannot identify the choreographer of the dance

### **Purposes of Dance –**

Recreational/Social  
Ceremonial  
Artistic/Expressive

## Recreational Dance

These dances bring people together. They are done for fun. They allow people to “show off.” They are often designed to help people meet each other or socialize with each other. They offered a way for people to identify themselves as part of a group or a culture.

### Examples:

**The Virginia Reel, Square Dances and Circle Dances** – Done on the frontier. People lived far away from each other and rarely saw people outside their immediate family. In these dances men and women line up opposite each other. As the dance goes on people exchange partners and “hold hands” briefly with many people. This allows people to meet each other and to touch each other in socially acceptable ways. The focus is not on the steps of the dance, but on meeting and socializing. In fact, if people had trouble remembering the steps it didn’t matter. There was someone there to help things along by “Calling” out the steps for everyone.

**The Minuet** – The minuet is a different type of social dance. It was done in the royal courts of Europe. It reflected the very fancy behavior of the court and people showed off how “important” they were by how well they danced. In this dance there was no “Caller.” It was almost like a very quiet contest to see who could remember the intricate steps of the dance and do them the best.

These two dances reflect very different notions of “social dancing.” The European social dance was all about one’s place in society. The American social dance was all about everyone being equal. These concepts reflected the way people thought in the differing societies.

## Ceremonial Dance:

Many cultures have ceremonies to celebrate events (a wedding, a funeral, the coming of age of a young person) or try to influence them (to have a successful harvest or hunt). Ceremonial dance is like a prayer. People dance in a way that is meant celebrate or ask for the blessings of some higher power in bringing about the desired result.

### Examples:

**The Majani Dance:** West African women who have become eligible for marriage do this dance in front of the other members of their tribe. They “show off” in front of everyone in the hopes of catching the interest of the young men who are looking for wives.

**The Native American Rain Dance:** Done by tribes that rely on agriculture for their food. The dance is a form of prayer that asks “The Spirits” to bring the rain needed for their crops to grow.

## **Artistic Dance:**

The purpose of artistic dance is **to entertain or inspire**. One of the most important characteristics of Artistic Dance is that **there is a clear distinction between the performer and the audience**.

### **Examples:**

**Ballet:** This form of dance communicates ideas or emotions to an audience while using very formal pre-determined steps. The dancers usually try to appear weightless and disconnected from the ground (high level). Ballet can tell stories that are humorous or sad and can communicate many kinds of emotions or other ideas.

**Modern Dance:** This form of dance also communicates ideas or emotions to an audience. Sometimes it uses pre-determined steps. Other times it allows the performer some freedom to make up their own steps. The dancers often appear to be well-connected to the ground (low level). Just like Ballet, Modern Dance can tell stories that are humorous or sad and can communicate many kinds of emotions or other ideas.

### **Special Note:**

Sometimes there is no clear distinction between the different types of dance. Recreational folk dances or ceremonial dances, originally created for other purposes, can wind up being used in performances for audiences. In those cases they maintain an element of their original form but they become “artistic dance” as well.

## DANCE IN CULTURE

Dance has been a part of every culture and time. Dance reflects the basic experiences of every person: birth, death, the passage into adulthood, marriage. It reflects the needs and values of society and the experiences of the community. It celebrates, mourns, helps in the search for food, fertility, divine help with weather or victory over an enemy.

When people come to a new place, like America, they don't usually bring much with them. They can, however, bring their culture, their language, their music, their art and their dance. To do that all they need is their mind and their body.

### **Early American (Colonial) Dance:**

This dance reflects the European influences of the countries from which Colonial Americans came. In the early 1700s men and women danced together using pre-determined steps, but in separate lines. That reflected current views on social behavior. The "large group" dancing helped create a sense of community and helped people feel connected as they built a new life in a new land. New dances like the Reel (Virginia, Irish) were created that used the same movements over and over again which made them easier to learn than older European dances (Minuet).

Later in the 1700s the Waltz was developed in Europe and worked its way to America. This dance was **revolutionary!** For the first time **it allowed men and women to face each other and hold each other. This reflected changing values in European/American culture.** This form of couples dancing is not a prominent feature of Native American or West African dancing.

### **Native American Dance:**

The focus of Native American dance is spiritual (Religious/Ceremonial). The dancers most often move in circular pathways. They often bend forward and move close to the ground (low level). The dancers respond to the strong steady beat in the music and the movements are often very repetitious. The music is made primarily on drums and shakers and the dancers often sing while they dance using vocables (vocal sounds that are not actually words) and a limited melodic range.

In many Native American dances the dancers take on the shape and movements of animals or "spirits." This is believed to give the dancers the characteristics of the animal or spirit (bravery, cunning, wisdom). While they are dancing, Native Americans often believe they are communicating with "the Spirits" (prayer).

When Europeans came to America they found Native American dancing and music disturbing. They were afraid that the music, ceremonies and dances allowed the Native Americans to communicate in strange and secret ways and that this might lead to dangerous situations. Many Native American dances and ceremonies were forbidden until as late as the mid-1800s. At that point the few Native Americans who remembered these cultural forms began efforts to keep them from being lost forever. Pow-wows, or large social gatherings, were re-established. They included competitions for dancing and music. Today, these events are held all over the country and are very popular events for Native Americans and others as well.

### **West African Dance:**

Like Colonial/European dance, West African dance came to America in the hearts and minds of people from another land. Like Native American dance, there were times when it was considered dangerous and was forbidden.

West African dance is closest to Native American dance because it is usually done with the body bent forward and low to the ground, with feet flat on the ground. They often move their hips in a swaying motion. West African dances also often move in a circle as do Native American dances. Whereas Native American dance is focused on the steady beat of the drums, West African dance responds to many different rhythms being played on drums at the same time (poly-rhythms). Whereas Colonial/European dances have set steps, West African dancers respond to and respond take cues from their drummers and from each other.

The West African dance of slaves in America were banned because slave-owners felt that the dances brought large groups of slaves together and the drumming allowed them to communicate secret messages over long distances. The slaves preserved their love of music and dance by inventing new instruments (washboard, tambourine, body). They also created new dances, often using the sounds of their bodies touching the ground. These dances allowed the slaves to create a new community and gave emotional and spiritual relief from the brutal life of slavery. Sometimes slaves were brought into the homes of slave owners to perform. At that point the dances became a form of entertainment (with an audience – Artistic), while still maintaining the structure they had (folk/recreational/social).

## **Blending Cultures:**

When different cultures exist near each other it usually does not take long for them to borrow elements from each other. West African dance has had a tremendous effect on many European dance forms, creating altogether new forms.

### **Examples:**

**Tap Dance:** - Tap dance is a blend of Irish Step Dance and English Clogging with West African Dance. The Irish/English dances contributed complicated steps, the African dances contributed complicated rhythms and a more relaxed body.

**Salsa (a Caribbean dance):** In Spanish dance the dancer holds their body very high and stiff. In West African dance hips and legs move very freely. On Caribbean Islands the culture of settlers from Spain blended with the culture of slaves from West Africa. Salsa is a dance form in which the upper body is held high and stiff (Spanish) but the hips and legs move freely (West African).

## **ELEMENTS OF DANCE:**

There are three basic elements in dance:

**Space** – Dance moves in space, takes up space, makes designs in space

**Time** – Dance takes place over time and time can be divided in many ways

**Force** – Different dances and portions of dances use different amounts of energy

### **SPACE:**

The term “space” in dance can deal with many concepts:

#### **Shape:**

1. The shape the body of the individual dancer takes
2. The designs made by groups of dancers (straight lines, circles, triangles, etc.)

Lines show off the number of dancers. They often reflect power or authority

Dancers working together are more intimate and reflect human relationships

Circles can mean many things. In a circle there is no beginning and no end; all dancers are equal.

Example: Shaker dancers danced in concentric circles. The outer circle protected the dancers from the outside world. The inner circle represented the dancer’s protected spiritual life

#### **Level:**

1. High – Lifted, ethereal, hopeful
2. Medium – Natural
3. Low – Close to the ground, serious, not positive

#### **Direction: (Pathways)**

1. Each dance is a network of pathways
2. Different pathways create different impressions
3. Moving forward is perceived as forceful
4. Moving backward is perceived as weakness or retreat

## **Dance as “Sculpture”**

1. Dance is a three-dimensional art form
2. Dance is done within a “framework” (the stage)
3. “Designing the space” – directing the eye of the audience. This can be helped by the use of color, lighting, costume, make-up, set-pieces, the direction dancers face, the way dancers relate to one another

## **TIME:**

1. Divided into beats that are regular and even
2. They could be fast or slow (**tempo**)
3. Rhythm is the regular repeated pattern of short and long movements or sounds
4. Rhythm can be created by accents
5. Syncopation occurs when the accents go against the regular (steady) beat
6. **Duration** is the amount of time it takes to perform a movement, a phrase or section of a dance or the entire piece.
7. The dance can move with the music or against it. When it moves against the music it creates **contrast**
8. The choreographer might choose to not use music in order to focus attention on the dancer, or he might want people to hear the sound of the dancer’s feet on the ground.

## **FORCE:**

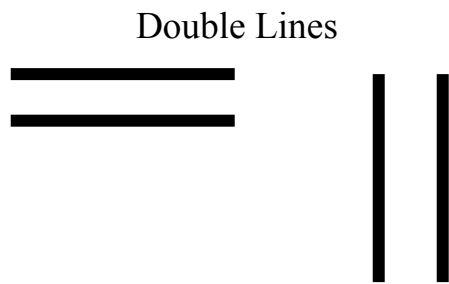
9. Force is the use of energy in dance
10. It can be light or medium or heavy
11. Sometimes it changes during a dance, sometimes it stays the same
12. It can create movements that are “calm” or “lush” or that “explode”
13. Force/Energy is used to express emotion:
14. Heavy can be violent, powerful, etc.
15. Light can be peaceful, romantic, etc.

# Other materials from ARTY etc.

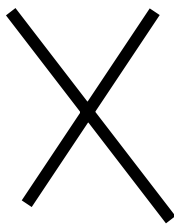
## PATTERNS (Use of Space)



Single Line

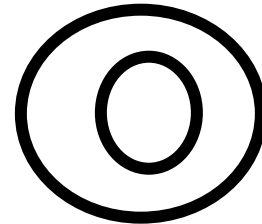
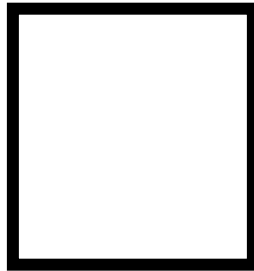


Double Lines



Diagonal

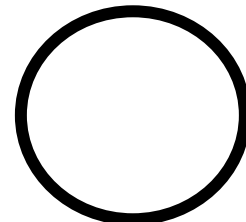
Square/Rectangle



Circle Within a Circle



Zig-Zag



Circle

(Like a snake, S-shapes)

Serpentine



Figure 8

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# Critiquing Dance

## **Describe:**

- The movements
- The relationship of the dancers
- The way space is used
- The force or the qualities of the movements
- The entrances and the exits of the dancers
- The sound score, costumes, props, sets, lighting

## **Analyze:**

- The relationship between any of the things under “describe”
- The relationship of the dance elements
- The form of the dance
- The relationship between the movements, sounds, costumes, dancers, props, set and lighting
- Movements which were in unison (everyone does the same movement), or were repeated, etc.

## **Interpret:**

- Was there a story behind the dance?
- What was the theme of the dance?
- What was the dance expressing?
- What did the dance mean to you?
- What was the intention of the choreographer?

## **Judge – Thinking of “performance” and “choreography”**

- Did the dance work as a whole?
- How does this dance compare with others of a similar style?
- How competent were the dancers in their performance?
- How did the sets, costumes, etc, contribute to the effectiveness of the dance?
- Do you think the dance conveyed the intentions of the choreographer?

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## Dance Glossary

**AB** – a two-part compositional form with an A section and a B section;  
The binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo, movement quality, or style)

**ABA** – a three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in an abbreviated or extended form

**Adagio** – slow, sustained movement

**Allegro** – fast, quick movements

**Alignment** – the relationship of the skeleton to the line of gravity and the Base of support

**Ballet** – from the Italian word *ballare*, which means to dance

**Barre** - the wooden railing that is fixed horizontally to the wall of a dance classroom

**Call and Response** – a structure that is most often associate with African music and dance forms . . . where one soloist or group performs with a second performer or group entering “in response” to the first

**Canon** – a round composition in which there are exact repetitions of the preceding movements

**Choreography** - the dance steps themselves . . . patterns, shape, tempo, rhythm, number of dancers, space, etc.

**Choreographer** – the person who creates the dance

**Direction** – up, down, forward, backward, sideways, etc.

**Duration** – the length of time the movement, phrase or piece lasts

**Dynamics** – the expressive content of humane movement, sometimes called qualities of efforts . . . it manifests the interrelationship among the elements of space, time and force.

**Elements** – the use of the body moving in space and time with force and Energy

**Energy** –   **Tension** –tension feels hard and tight  
                  **Relaxation** – feels loose and sloppy

**Flow** – energy that is free . . . flow has an on-goingness of movement;  
          Or it is bound . . . controlled, restrained

**Force** – power, energy, strength

**Focus** – where an audience or dancer is supposed to look

**Folk** – dances that are usually created and performed by a specific group within a culture

**Form** – Beginning, middle and end to a choreographed piece, or structure of a piece.

**Grapevine** – a dance step in which the feet go side, back, side forward

**Genres** – kinds or styles of dance

**Improvisation** – to make up, on the spur of the moment, dance movements  
                          Without previous preparation

**Kinesthetic** – refers to the ability of the body's sensory organs in the Muscles, tendon, and joints to respond to stimuli while dancing

**Levels** – vertical distance from the floor

**Low** – grand plie (deep knee bend), sit or lie on the floor

**Medium** – stand, twist upright, bend from the waist,  
demi-plie (bend your knees)

**High** – jump, leap, stretch, go up on your toes

**Locomotor** – movement done while traveling or moving through space

Walk, run, hop, jump, leap, skip, gallop, slide

**Non-locomotor** – movement that most often stays in one place, as if  
Your feet were glued to the floor.

Bend, stretch, push & pull, shake, swing & sway, twist & turn

**Pathways** – patterns or paths of the dance

**Pirouette** – a whirl, a complete turn of the body

**Phrases** – longer sequences of movements

**Pulse** – the on-going, underlying beat

**Rondo** – a movement having its principle theme repeated three or more  
times while alternating with other themes

**Rhythm** – patterns made by arranging long and short, or strong and light  
sounds or movements

**Shape** – the use of patterns, circles, lines or squares or directions (right-left,  
Forward-backward, etc. to form a dance.

**Aspects of shape:** open/closed; symmetrical/asymmetrical  
angular/curved

**Size** – large and small movements

Adapted from Jimmie Dee Kelley and Ann Hodapp Dance Glossaries

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**Space** – the area in which you create your dance (can be small or  
The use of all the dance floor)

**Speed** – how fast or slow the movement is

**Tempo** – speed of the music

**Time** – tempo (fast or slow), beat, count, rhythm

**Waltz** – a dance in  $\frac{3}{4}$  time with marked accent on the first beat of each  
Measure

**Weight** – strength (force) or lightness

Adapted from Jimmie Dee Kelley and Ann Hodapp Dance Glossaries

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## **Six Forms of Dance**

**Ballet** – Originated in France; high and lifted forms, very precise and pre-determined steps

**Ballroom Dancing**– Social dance based on European styles; two people dancing close to each other

**Folk Dancing**– Handed down from generation to generation; not very formal

**Line Dancing** – All dancers stand in a line and do the same movements in unison

**Square Dancing** - A recreational dance with 8 dancers (at least four) in a square. The dance uses a caller so people don't have to remember the steps

**Social Dancing** – There are many types. In modern American social dance people make up their own movements as they go along.

**ELEMENTARY DANCE I**  
**SCRIMMAGE TEST**

**Name** \_\_\_\_\_  
**Class** \_\_\_\_\_

1. A **locomotor** movement is a movement
  - a. from one place to another
  - b. that makes noise
  - c. where you feet don't move
  - d. of only one part of your body
  
2. Imagine Native American dancers dancing before they leave to go deer hunting. Their costumes and moves imitate a deer. This dance is performed for what purpose?
  - a. recreation
  - b. for social purposes
  - c. as a part of the folk culture
  - d. ceremonial/ritual purpose
  
3. Which of the following is **not** a locomotor movement?
  - a. running
  - b. stretching
  - c. leaping
  - d. skipping
  
4. The three elements of dance are
  - a. beginning, middle, end
  - b. space, rhythm, focus
  - c. space, time, force
  - d. ideas, thought, feelings
  
5. Space is
  - a. beat and tempo
  - b. level, direction, shape and pathways
  - c. use of energy
  - d. not an element of dance

## Dance Scrimmage Test I

6. The composition of the dance must include all the following **except**
  - a. beginning
  - b. refrain
  - c. middle
  - d. end
  
7. Time in dance refers to
  - a. level
  - b. force
  - c. beat
  - d. direction
  
8. A dance level is a vertical distance from the floor. An example of a low level is
  - a. stretching arms toward the ceiling
  - b. bending from the waist
  - c. standing straight
  - d. bending at the knees (a grand plie)
  
9. The dance steps themselves (patterns, shape, tempo, etc) are called
  - a. choreography
  - b. geography
  - c. danceology
  - d. patternology
  
10. Another name for **force** is
  - a. pathways
  - b. directions
  - c. energy
  - d. space

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## Dance Scrimmage Test I

11. Pathways are examples of
  - a. time
  - b. tempo
  - c. space
  - d. force
  
12. A student is dancing the twist. He twists his body high, low and medium. This is an example of
  - a. elements
  - b. levels
  - c. range
  - d. distance
  
13. The purposes(s) of dance are
  - a. ceremonial
  - b. recreational
  - c. artistic
  - d. all of the above
  
14. The square dance is an example of what type of dance?
  - a. social
  - b. ceremonial
  - c. artistic
  - d. ritualistic
  
15. Dance has been a part of different cultures
  - a. only the last 5 years
  - b. the last 100 years
  - c. the last century
  - d. throughout history

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## Dance Scrimmage Test I

16. Dance can be used to
  - a. communicate feelings
  - b. tell a story
  - c. both of the above
  - d. neither of the above
  
17. Ballet is a(n)
  - a. folk dance
  - b. artistic dance
  - c. recreational dance
  - d. none of the above
  
18. Recreation was the **main** reason for dance in the
  - a. Appalachian culture
  - b. Native American culture
  - c. West African culture
  - d. All of the above
  
19. Colonial folk dances are of
  - a. West African origin
  - b. Native American origin
  - c. American origin
  - d. European origin
  
20. Tension and relaxation are part of the concept of
  - a. space
  - b. force
  - c. time
  - d. direction

ARTY

**ELEMENTARY DANCE I  
SCRIMMAGE TEST**

Name \_\_\_\_\_ KEY \_\_\_\_\_  
Class \_\_\_\_\_

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  - c. **space, time, force**
  - d. ideas, thought, feelings
  
5. Space is
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  - b. **level, direction, shape and pathways**
  - c. use of energy
  - d. not an element of dance

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9. The dance steps themselves (patterns, shape, tempo, etc) are called
  - a. **choreography**
  - b. geography
  - c. danceology
  - d. patternology
  
10. Another name for **force** is
  - a. pathways
  - b. directions
  - c. **energy**
  - d. space

ARTY

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  - All of the above
19. Colonial folk dances are of
- West African origin
  - Native American origin
  - American origin
  - European origin**
20. Tension and relaxation are part of the concept of
- space
  - force**
  - time
  - direction

ARTY

**ELEMENTARY DANCE II**  
**SCRIMMAGE TEST**

**Name** \_\_\_\_\_  
**Class** \_\_\_\_\_

1. When you are in your own space and no one is close to you, it is your
  - a. general space
  - b. personal space
  - c. both of the above
  - d. none of the above
  
2. Curve, zig-zag, and straight are examples of
  - a. levels of dance
  - b. timing of dance
  - c. force of dance
  - d. pathways of dance
  
3. Space, time and force are the
  - a. purposes of dance
  - b. dance movements
  - c. elements of dance
  - d. components of dance
  
4. A combination of locomotor and non-locomotor movements are
  - a. bending, stretching, twisting
  - b. running, sliding, jumping
  - c. stretching, skipping, bending
  - d. leaping, galloping, walking
  
5. Which spatial concept involves moving around the gym?
  - a. physical space
  - b. general space
  - c. personal space
  - d. none of the above

ARTY

## Dance Test II

6. Stretching high into the air is an example of which dance level?
  - a. high
  - b. medium
  - c. low
  - d. none of the above
  
7. A dance composition must have
  - a. a start and a finish
  - b. 4 beats to each step
  - c. high, medium and low movements
  - d. beginning, middle and end
  
8. Body movements create a dance through
  - a. space
  - b. energy
  - c. tempo
  - d. all of the above
  
9. Shape is another name for
  - a. locomotor
  - b. non-locomotor
  - c. space
  - d. form
  
10. A choreographer is a person who
  - a. creates the dance
  - b. creates the music
  - c. dances to the music
  - d. creates scenery for the dance

ARTY

## Dance Test II

11. Personal or general dance movements are examples of
  - a. time
  - b. space
  - c. force
  - d. style
  
12. The main purpose of the Native American Dance is
  - a. social
  - b. recreational
  - c. artistic
  - d. ceremonial/ritualistic
  
13. Recreational dance is for
  - a. enjoyment
  - b. to make money
  - c. to get ready for a hunt
  - d. for artistic purposes
  
14. Which dance is recreational?
  - a. ballet
  - b. line dance
  - c. dancing before a hunt
  - d. a dance at a theater
  
15. West African dance is based upon
  - a. the steady beat
  - b. fast drumming
  - c. poly-rhythms
  - d. high singing

ARTY

## Dance Test II

16. Chanting is more likely to be heard in which type of dance
  - a. Native American
  - b. Appalachian /Modern
  - c. None of the above
  - d. All of the above
  
17. An example of artistic dance is
  - a. square dancing
  - b. ballet dancing
  - c. a rain dance
  - d. break dancing
  
18. Every dance routine must have
  - a. costumer
  - b. music
  - c. more than one person
  - d. beginning, middle, end
  
19. A folk dance is
  - a. a dance in which the dancers wear no shoes
  - b. a dancer with no partners
  - c. a dance with only 8 couples
  - d. a traditional dance of a given group of people
  
20. The following refers to the dance element of force
  - a. patterns, pathways
  - b. tension, relaxation
  - c. beat, tempo
  - d. ceremonial/ritualistic

ARTY

**ELEMENTARY DANCE II  
SCRIMMAGE TEST**

Name \_\_\_\_\_ KEY \_\_\_\_\_  
Class \_\_\_\_\_

1. When you are in your own space and no one is close to you, it is your
  - a. general space
  - b. **personal space**
  - c. both of the above
  - d. none of the above
  
2. Curve, zig-zag, and straight are examples of
  - a. levels of dance
  - b. timing of dance
  - c. force of dance
  - d. **pathways of dance**
  
3. Space, time and force are the
  - a. purposes of dance
  - b. dance movements
  - c. **elements of dance**
  - d. components of dance
  
4. A combination of locomotor and non-locomotor movements are
  - a. bending, stretching, twisting
  - b. running, sliding, jumping
  - c. **stretching, skipping, bending**
  - d. leaping, galloping, walking
  
5. Which spatial concept involves moving around the gym?
  - a. physical space
  - b. **general space**
  - c. personal space
  - d. none of the above

ARTY

## Dance Test II

6. Stretching high into the air is an example of which dance level?
  - a. **high**
  - b. medium
  - c. low
  - d. none of the above
  
7. A dance composition must have
  - a. a start and a finish
  - b. 4 beats to each step
  - c. high, medium and low movements
  - d. **beginning, middle and end**
  
8. Body movements create a dance through
  - a. space
  - b. energy
  - c. tempo
  - d. **all of the above**
  
9. Shape is part of
  - a. locomotor
  - b. non-locomotor
  - c. **space**
  - d. form
  
10. A choreographer is a person who
  - a. **creates the dance**
  - b. creates the music
  - c. dances to the music
  - d. creates scenery for the dance

ARTY

## Dance Test II

11. In Colonial America men and women danced
  - a. with no shoes
  - b. **in separate lines facing each other**
  - c. blindfolded
  - d. without ever touching
  
12. The main purpose of the Native American Dance is
  - a. social
  - b. recreational
  - c. artistic
  - d. **ceremonial/ritualistic**
  
13. Recreational dance is for
  - a. **enjoyment**
  - b. to make money
  - c. to get ready for a hunt
  - d. for artistic purposes
  
14. Which dance is recreational?
  - a. ballet
  - b. **line dance**
  - c. dancing before a hunt
  - d. a dance at a theater
  
15. West African dance is based upon
  - a. the steady beat
  - b. fast drumming
  - c. **poly-rhythms**
  - d. high singing

ARTY

## Dance Test II

16. Chanting is more likely to be heard in which type of dance
- Native American**
  - Appalachian /Modern
  - None of the above
  - All of the above
17. An example of artistic dance is
- square dancing
  - ballet dancing**
  - a rain dance
  - break dancing
18. Dance movements that are connected create a dance
- phrase**
  - jumble
  - triangle
  - sensation
19. A folk dance is
- a dance in which the dancers wear no shoes
  - a dancer with no partners
  - a dance with only 8 couples
  - a traditional dance of a given group of people**
20. The following refers to the dance element of force
- patterns, pathways
  - tension, relaxation**
  - beat, tempo
  - ceremonial/ritualistic

ARTY

## **Intermediate (4<sup>th</sup>/5<sup>th</sup>) Open Response Item: Everyday Movements**

### **Core Content**

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving).

**AH-E-2.1.31** - Explain how dance movements are similar and different from everyday movements (e.g., brushing hair, tying shoes, walking).

### **Prompt**

Dances are made up of two types of movements: locomotor and non-locomotor. These types of movements are used by people everyday.

### **Instructions**

A. define locomotor and non-locomotor movement and identify two examples of each.

B. Explain how everyday movements can be used by a choreographer to create a dance.

### **Examples to look for in a student response**

1. Locomotor movement – Movements in which the dancer travels through space. Examples: walk, run, skip, hop, jump, slide, leap, gallop.

2. Non-locomotor movement – Movements in which the dancer remains in the same place. Examples: Bend, stretch, twist, swing.

3. Choreographers change everyday movements into dance movements through repetition, exaggeration or changes in intensity (force).

### **Scoring Guide Template**

**4** – Student correctly defines locomotor and non-locomotor movement and gives two appropriate examples for each. Student explains extensively how choreographers create dances from everyday movements by listing one or more of the following techniques: repetition, exaggeration, change of intensity.

**3** – Student correctly defines locomotor and non-locomotor movement and gives two appropriate examples for each. Student adequately explains how choreographers create dances from everyday movements but does not explicitly list repetition, exaggeration or change of intensity.

**2** – Student correctly defines locomotor and non-locomotor movement and gives two appropriate examples for each but is unable to explain how choreographers create dances from everyday movements.

**1** – Student correctly defines both terms but does not give appropriate examples. **or** gives appropriate examples but does not define terms properly. Student is unable to explain how choreographers create dances from everyday movements.

## **Intermediate (4<sup>th</sup>/5<sup>th</sup>) Open Response Item: Elements of Dance**

### **Core Content**

**AH-E-2.1.31** – Discuss how expressive dances are composed of a variety of locomotor and non-locomotor movements that incorporate the elements of dance: space (shape, level, direction, pathways), time (beat, tempo), and force (use of energy while moving).

**AH-E-2.1.33** – Explain , using appropriate terminology, how dance communicates ideas, thoughts and feelings.

### **Prompt**

All artists work with the basic elements of their art form. For example, the musical composer uses rhythm, melody, harmony, tempo, form timbre and dynamics.

### **Instructions**

A. List and explain the three elements of dance.

B. Imagine that you are a choreographer who has been asked to create a dance which sets a certain mood (ex.- happy, exciting, calm, sad, romantic). Choose a mood and explain how you would use each of those elements in a dance that creates that mood.

### **Examples to look for in a student response**

1. **Space** ( shape, level, direction, pathways), **Time** (beat, tempo, duration) **force** (use of energy while moving).

2. The student explains his or her choices of: shape of dancer’s bodies; and/or shapes created by groups of dancers; and/or high, medium or low movements; and/or directions and pathways taken by dancers; and/or the use of the working space.

3. The student explains his or her choices of tempo (speed) and/or duration of (length of) movements, phrases or the entire piece.

4. The student explains his or her choice of levels of force used during the piece.

### **Scoring Guide Template**

**4** – The student correctly identifies and explains the three elements. The student gives extensive and reasonable explanations for their choices concerning the use of all three elements.

**3** – The student correctly identifies and explains the three elements. The student gives appropriate and reasonable explanations for their choices concerning the use of all three elements.

**2** – The student correctly identifies and explains the three elements. The student gives broad and reasonable explanations for their choices concerning the use of one or two elements.

**1** – The student correctly identifies and explains two of the three elements but does not give adequate explanations for choices concerning the elements.

**or**

The student identifies, but cannot explain, two of the three elements but makes some adequate choices concerning these elements.

**0** - The student cannot identify the three elements and makes no reasonable choices concerning these elements.

## **Intermediate (4<sup>th</sup>/5<sup>th</sup>) Open Response Item: Purposes of Dance**

### **Core Content**

**AH-E-2.2.31** – Discuss three purposes of dance: ceremonial (celebration, hunting), recreational (folk, social), and artistic (ballet).

**AH-E-2.2.33** - Describe, using appropriate terminology, differences and commonalities in dances of different cultures (African, Native American, Colonial American) purposes and styles.

### **Prompt**

Every culture uses dance in many ways, for many purposes.

### **Instructions**

A. List three purposes for dance.

B. Choose one of those purposes and describe how a Colonial American dance and its movement and music might be different from a West African or Native American dance and its movement and music. Describe at least three differences.

### **Examples to look for in a student response**

1. Purposes: **Recreational** (socialization, identifies people as a part of a group or culture, allows people to “show off,) **Ceremonial/Religious** (passed down from generation to generation, asks for help from some spirit or God, often very formal), **Artistic** (has a performer or performers and an audience, expresses ideas, feelings or emotions).

2. Colonial American: European origin; men in one line, women in another; bodies held high; set steps, often intricate; sometimes uses a “caller” to make things easier; music focuses on strong melody with steady beat.

3. Native American: Dancers bent forward, close to ground, often imitating the movement of animals or spirits; often in circles; repetitious; music based on drums focused on steady beat; dancers sing along with the music using vocables (vocal sounds that are not real words)

4. West African: Dancers bent forward close to ground on flat feet; dancers move their hips; often in circles; music based on drums playing poly-rhythms (many rhythms at the same time); no set steps; dancers and musicians take cues from each other.

### **Scoring Guide Template**

**4** – The student correctly lists the three purposes for dance and identifies at least three differences between the dances of the two cultures.

**3** – The student correctly lists the three purposes for dance and identifies at least two differences between the dances of the two cultures.

**2** – The student correctly lists the three purposes for dance and identifies at least one difference between the dances of the two cultures.

**1** – The student correctly lists the three purposes for dance but is unable to identify at least one difference between the dances of the two cultures.

**Or**

The student does not accurately list the three purposes for dance, but is able to identify at least two differences between the dances of the two cultures.

**0** – The student does not accurately list the three purposes for dance and is unable to identify at least two differences between the dances of the two cultures .