

# Guidelines for Social and Ballroom Dance

## CREATE

### OVERVIEW (Standards L1.D.CR.1–7)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will create and refine ballroom or social dance works.

#### **Standard L1.D.CR.1:**

Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods, and approaches in creating dance.

- Learn partnering skills in all ballroom dance styles.
- Demonstrate non-judgmental behavior, proper etiquette, and respect for partner(s).
- Explore various styles of social and ballroom dance.

#### **Standard L1.D.CR.2:**

Explore a variety of stimuli to develop an improvisational or choreographed dance study; identify personal movement preferences and strengths.

- Create small sections of step sequences that allow good leading and following.
- Practice created steps with partner with focus on fluidity and natural posture.
- Utilize various types of music, props, visual images, quotes, and concepts to improvise/choreograph dance.

#### **Standard L1.D.CR.3:**

Use the elements and terminology of dance to articulate and justify movement choices.

- Explore reasons for movement choices based on:
  - Body – Posture, frame, arm placement, body alignment, footwork, foot positions, and technique
  - Energy – Tone, force, smooth vs. staccato, bound vs. flow, fast vs. slow, Latin vs. Ballroom
  - Space – Line of Dance, floor craft, formations, spatial awareness with partner, other couples, levels, negative and positive space.
  - Time – Rhythm, time signature, beats and bars, accent, phrasing, musicality.
  - Motion - Axial movement, locomotion, walk, run, hop, jump, skip, leap, slide, stasis vs. activity.

#### **Standard L1.D.CR.4:**

Design an original dance or study using choreographic devices and dance structures to support an artistic intent; discuss how they support the artistic intent.

- Learn the basic steps of a dance and design a movement pattern following choreographic forms such as ABA, Rondo, and Canon. Utilize choreographic devices such as contrast, repetition, motif development, theme, variation, etc.

**Standard L1.D.CR.5:**

Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others.

- Refine individual patterns and phrases in lead/follow and technique.
- Peer Review.

**Standard L1.D.CR.6:**

Analyze and evaluate impact of choices made in the revision process.

- Analyze and evaluate how revisions in the creative process or preparation for a performance affect partner(s), formations, timing, movement, etc.

**Standard L1.D.CR.7:**

Use recognized systems to document a section of a dance via writing, symbols, or media technologies.

- Students document a dance sequence; the following are suggestions:
  - Use video/smart TV/Coach's Corner.
  - Use Laban Notation.
  - Self or peer review.

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## **PERFORM**

### **OVERVIEW** (Standard L1.D.P1-10)

Within a ballroom or social dance course students should select artistic works for performance - develop technique and concepts to refine artistic work- use the elements of body, time, energy, and space to express meaning through dance.

**Standard L1.D.P.1**

Sculpt the body in space, and design body shapes in relation to other dancers, objects and environment; use complex floor and air patterns with direct and indirect pathways while maintaining a sense of spatial design and relationship.

**Space**

- Use correct posture and framework in relation to one's partner.

- Use complex floor patterns while maintaining a sense of spatial awareness and design in relation to one's partner and other couples.
- Maintain an awareness of the line of dance.

### **Standard L1.D.P2**

Analyze and select metric, kinetic, and breath phrasing, and apply appropriately to dance phrases that employ various timings; use syncopation and rhythmic accents related to different tempi.

#### Time

- Using different styles of social and ballroom dance, analyze, and select various time signatures, syncopation, rhythm, accents, beats, and bars.

### **Standard L1.D.P3**

Direct energy and dynamics in technique exercises and dance performance in such a way that movement is textured and enhanced.

#### Energy

- Direct energy and dynamics in such a way movement is textured and enhanced in various styles and rhythms of social and ballroom dance; e.g. smooth vs. staccato, bound vs. flow, Latin vs. Ballroom.

### **Standard L1.D.P4**

Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention; discuss the implementation of the plan and how it supports personal performance goals.

- Develop a plan of healthful practices which should include- sleep, nutrition, exercise (cardio, flexibility, strength, agility, mindfulness, etc.).
- Implement plan.
- Write or discuss how a healthy lifestyle and habits affect your relationship with a dance partner(s).

### **Standard L1.D.P5**

Apply body-mind principles to technical dance skills when performing works in a variety of dance genres and styles.

#### Body

- Focus on technical skills of posture, frame, arm placement, body alignment, footwork, foot positions, and technique.
- Develop technical fluency in various styles of social and ballroom dance.
- Be kinesthetically aware and mindful of your relationship with your partner.

### **Standard L1.D.P6**

Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, the effects experienced, and methods for improvement.

- Collaborate with partner to achieve performance accuracy, clarity and expressiveness required for leading and following.
- Discuss body language and connection between partner(s).
- Discuss choices made within partnership and methods for improvement.

### **Standard L1.D.P7**

Articulate personal performance goals, practice to reach goals, and document personal improvement over time.

- Articulate personal performance goals and practice to achieve these goals with one's partner.

### **Standard L1.D.P8**

Demonstrate leadership qualities when working in groups.

- Demonstrate good leading and following practices while working with a partner.

### **Standard L1.D.P9**

Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.

- Practice partnering skills in all styles of ballroom and social dance including partnering respect, preparation and punctuality, and how to correctly rotate and change partners.
- Accept and apply feedback.

### **Standard L1.D.P10**

Generate production elements that would intensify and heighten the artistic intent of a dance performance; explain reasons for choices using production terminology.

- Demonstrate artistry through various styles of ballroom and social dance.

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## **RESPOND**

### **OVERVIEW (Standards L1.D.R.1–5)**

Within a ballroom or social dance course students should share their perceptions and analysis of cultural, social, and ballroom dance forms. To address the fine art standards: interpret the intent, meaning and purpose behind the forms and styles, as well as, historical implications in the creation and performance of various dance styles.

### **Standard L1.D.R.1:**

Select and compare different dances and discuss their intent and artistic expression.

- Compare and contrast two different social, folk, or ballroom dances. Include the intent, purpose, and artistic elements. The following are suggested ideas:
  - Venn diagram
  - Written reflection
  - Socratic seminar
  - Lecture or group discussion.

**Standard L1.D.R.2:**

Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices.

- Discuss elements of energy, time (importance of timing), space (spatial floor pattern), and flow of dance.
  - Partner rhythm, timing, accents, varying the tempo to aid the dynamics of performance.

**Standard L1.D.R.3:**

Experience a variety of culturally based dance forms; demonstrate and explain how one cultural form is different from another; and create and perform a dance that reflects one's own cultural movement practice.

- Investigate how social, ballroom, and cultural dances represent individuals, communities, and cultures across the globe and reflect on how they differ from one another.
- Experience a variety of social and ballroom dances that reflect various cultures.
- Create a dance movement, sequence, phrase, or routine with a partner that reflects one's own culture(s).
  - Share
- Discuss cultural appropriation and culturally sensitive dance performance.

**Standard L1.D.R.4:**

Use artistic criteria to determine what makes an effective performance considering content, context, genre, style, and/or cultural movement practice.

**Standard L1.D.R.5:**

Analyze the artistic expression of a dance, and discuss insights using evaluative criteria and genre-specific dance terminology.

**CONNECT**

**OVERVIEW (Standards L1.D.CO.1-4)**

Students will synthesize and relate knowledge from personal and collaborative experience to create and understand social and ballroom dance. They will relate different dance styles with societal, cultural, and historical context to deepen understanding of social and ballroom dance forms.

### **Standard L1.D.CO.1:**

Analyze a dance and interpret the ideas expressed by the choreographer then provide evidence to support analysis; explain how one's own personal perspectives may affect one's interpretation.

- Watch and analyze a social, folk, or ballroom dance and interpret the ideas expressed by the choreographer or dancers, considering content, context, genre, style, and/or cultural movement practice. Support your analysis with evidence through written, verbal, or group discussion. Explain how one's own bias may affect one's interpretation of the ideas expressed in the dance.

### **Standard L1.D.CO.2:**

Identify a question or problem that could be explored through dance; conduct research using a variety of methods; create a dance that investigates the question posed; then discuss how the dance communicates new perspectives or realizations.

- In small groups, identify a question or problem that could be explored through social dance. Conduct research using a variety of methods to inform the creative process.

### **Standard L1.D.CO.3:**

Analyze and discuss dances from selected genres or styles or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

- Suggested dances to analyze and discuss: Salsa-Mambo, Cha Cha-Rumba, Lindy Hop-Quickstep, Quickstep-Foxtrot, East Coast Swing-West Coast Swing, Waltz-Viennese Waltz, and Tango-Paso Doble

### **Standard L1.D.CO.4:**

Compare the process used in choreography to that of other creative, academic, or scientific procedures.

Often in ballroom dance, choreography can be a specific order of steps predetermined by a choreographer. In social dance choreography is created instantaneously between the leader and follower, depending on known steps, style, and floor space.

- Compare the processes used in choreography to that of other creative, academic, or scientific procedures.