

***Identifying and demonstrating movement elements and skills in dance***

**Achievement Objectives-Students will:**

**GRADES K-2**

(a) demonstrate the ability to define and maintain personal space

(b) demonstrate the contrast between movement and stillness

(c) demonstrate alignment and a sense of balance

(d) accurately demonstrate non-locomotor/axial movements such as bend, twist, stretch, swing

(e1) accurately demonstrate four basic locomotor movements such as walk, run, hop, jump,  
(e2) demonstrate body directions left, right, traveling forward, backward  
(e3) combinations of (e1 & e2)

(f) create shapes at low, middle, and high levels of height and space

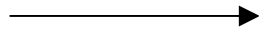
(g) demonstrate movements in straight and curved pathways

(h) demonstrate kinesthetic awareness in quality of movement

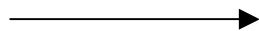
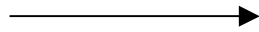
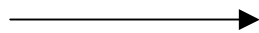
(i) have ability to move to a musical beat and respond to changes in tempo

**GRADES 3-5**

(a) demonstrate the ability to define and maintain personal space, show awareness of general space



(e1) accurately demonstrate eight locomotor movements such as walk, run, hop, jump, leap, gallop, slide, and skip  
(e2) demonstrate body directions left, right, forward, backward, sideways, diagonally, and turning  
(e3) combinations of (e1&e2)



(i) demonstrate accuracy in moving to a musical beat and responding to changes in tempo

**GRADES 6-8**

(a) accurately transfer spatial patterns from the visual to the kinesthetic

(b)(c)(d) demonstrate the following skills and explain the underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery

(e1) accurately identify and demonstrate basic dance steps, positions and patterns for dance from two different styles or traditions  
(e2) study the movement fundamentals and vocabulary of various techniques

(f)(g)(h) identify and clearly demonstrate a range of dynamics/movement qualities

(i) accurately transfer a rhythmic pattern from the aural to the kinesthetic

(j) demonstrate accurate memorization and reproduction of movement sequences

**GRADES 9-12 proficient**

(a)(f)(g)(h) create and perform combinations and variations in a broad dynamic range

(b)(c)(d) demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination in locomotor and non-locomotor/axial movements

(e) identify and demonstrate longer and more complex steps and patterns from various dance techniques

(i) demonstrate rhythmic acuity

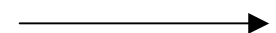
(j) demonstrate the ability to remember extended movement sequences

**GRADES 9-12 advanced**

(a-j) demonstrate a high level of consistency and reliability in performing technical skills

(a-j) perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance

(e) refine various techniques through teacher and self evaluation



**Identifying and demonstrating movement elements and skills in dance****Key Questions:**

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
1. Which movements are most alike? Why?	1. When do you see these types of movements and why?	1. What movement elements distinguish different dance styles or traditions?	1. How do you function when your life is balanced?	1. Why are you drawn to one technique over another?
2. How do other types of animals move?	2. Why are these skills useful?	2. How do these warm-up exercises help you perform your dance?	2. How does it relate to dance?	2. If you were going to develop your own dance technique, what exercises would you include and why?
3. How are these stacked blocks like your spine?	3. What are some of the body positions you can maintain balance the easiest? Why?		3. What are the differences and similarities between two different dance techniques?	
4. How are they different?				

*Understanding choreographic processes and form*

## Achievement Objectives-Students will:

	GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
<b>IMPROVISATION</b>	(a) use guided and free improvisation to discover and invent movement	a) improvise and perform dance studies based on students own ideas and on suggested themes	(a) explore chance and reordering as choreographic devices	(a) use improvisation to generate movement and/or form for choreography	—————→
<b>FORMAL ELEMENTS</b>	(b1) explore: the principles of speed (fast to slow) space (large to small) energy (weak to strong) and simple shape and level change  (b2)directional change	(b1) explore: rhythm, qualities of movement symmetry and asymmetry  (b2) pathways	(b1) explore rhythm, dynamics and shape as expressions of mood and character  —————→	—————→  (b) explore space and floor patterns	—————→
<b>FORM AND PROCESS</b>	(c1) create a sequence with a beginning, middle, and end - identify each part  (c2) demonstrate partnering skills: copying, leading and following, mirroring  (c3) demonstrate ability to work cooperatively in a group	(c1) create a rhythmic phrase, accurately repeat it, vary it  (c2) create contrasting and complementary shapes, giving and taking weight and support  (c3) demonstrate the ability to work effectively alone and with a partner, or in a group	(c1) create solo phrase(s), without music, using body rhythm  (c2) use partnering skills to create a short duet (with another student)  (c3)demonstrate the ability to work cooperatively in a small group during the choreographic process	(c1) create a solo work that explores a psychological state(s)  (c2) choreograph a duet demonstrating an understanding of choreographic process and form  (c3) work with a small group to choreograph a short work	(c1) create a solo work for another student  (c2) create a duet as part of a larger work  (c3)demonstrate refinement of choreographic skills by creating a group dance with coherence and aesthetic unity
<b>STRUCTURES</b>		(d1) demonstrate an understanding of AB, ABA, call and response	(d1) demonstrate an understanding of narrative palindrome, rondo	_(d1) demonstrate an understanding of canon, theme and variation and other contemporary forms	_(d1) explore dramatization and abstraction within an original work

**Key Questions**

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
1. How does a choreographer make/create a dance?	1. What are some of the methods you or another choreographer would use to:  (a) find a movement for a dance?  (b) vary or change the movement?  (c) structure/organize the movement?	1. What are the differences and similarities between random and planned choreographic arrangement?  2. How does solo differ from group choreography?  3. How can relationships be shown through movement?	1. What is the relationship between content (idea) and form in successful choreography?  2. —————>  3. What are the difficulties/advantages in working with a group of dancers vs. solo?	1. When is choreography craft?  2. When is choreography art?  3. How is a formal piece generated?  4. How does this differ from the generation of a dramatic work?

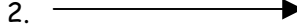
***Understanding dance as a way to create and communicate meaning/a way to create various personal, social, and spiritual impulses.***

**Achievement Objectives - Students will:**

<b>GRADES K-2</b>	<b>GRADES 3-5</b>	<b>GRADES 6-8</b>	<b>GRADES 9-12 proficient</b>	<b>GRADES 9-12 advanced</b>
(a) demonstrate various emotions through movement ie: happy, sad, scared, surprised, playful	(a) demonstrate movement relationships between individuals/show reaction and interaction (ie: friends)	(a) further explore relationships on a personal level (ie: sister/sister, brother/sister, father/son etc.) through movement	(a) use movement studies to communicate abstract, emotional, social or conceptual ideas in dance	(a)(b) create a collaborative dance that addresses a social or personal event
(b) identify and discuss the emotions of a piece observed live or on video	(b) demonstrate how shape/gesture of the body signifies/communicates a feeling	→	(b) demonstrate understanding of how personal experience influences the interpretation of a dance	→
(c) listen to music, respond verbally, identify music that has similar emotional content	(c) demonstrate movement that corresponds the emotional content of selected music and/or the written/spoken word	(c) demonstrate how music, written/spoken word, props and costuming enhance the meaning of a piece	(c) demonstrate how lighting and sets enhance the meaning of a piece	(c)(e) design a plan for lighting, costuming, music, (or the absence of) for you collaborative dance
(d) compare and contrast how dance is different from and similar to other forms of human movement (i.e. sports) and non-human (ie: animal, machine, plant) movement	(d) Pantomine everyday activities	(d) incorporate everyday movement/gesture into a movement study	→	
	(e) demonstrate how tempo of music can change the mood/emotional intent	→	(e) demonstrate how tempo, rhythm and texture of music can change the emotional intent of a dance	

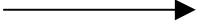


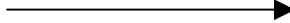
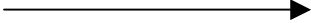
*Understanding dance as a way to create and communicate meaning/a way to create various personal, social, and spiritual impulses.*

## Key Questions

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
1. How did it feel to perform a sad, happy, playful, etc. movement study? How did it feel to watch it?	1. Why are there differing interpretations of the same dance?	1. How does fabric, color and shape give meaning to a costume?	1. How do movement choices communicate abstract ideas?	1. How does varying the number of dancers effect the meaning of the dance?
2. How can movement and music have a different meaning for each person?	2. Do higher notes on the scale always mean happy/likewise lower notes sad?	2. What was the significance of the prop in the dance piece?	2. How can you use an abstract movement to communicate an emotion and visa versa?	2. 
	3. How does rhythm change the mood? (Translate this to movement)	3. Was the dancer successful in manipulating the prop?		3. How does the viewing of a live dance performance about a social or personal event impact your perception?
	4. How are quick sprightly movements and slow/low movement interpreted?	4. How can movement make others understand what you think, feel and believe?		

*Applying and demonstrating critical and creative thinking skills in dance*

**Achievement Objectives - Students will:**

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
(a) experiment, discover and explore multiple solutions to a particular movement problem/situation	( a) create a movement problem based on a make-believe story or real-life situation, find solutions and justify choices	(a) create a movement study; revise and review it over time; articulate how and why the structure sequence and movement has evolved	(a) research and create a dance based on a social or cultural contemporary issue	(a1)   (a2) review and revise the dance over time articulating how and why the structure, sequence and movement has evolved
(b) compare and contrast two movement studies in terms of one or more dance elements (space, body shapes, levels pathways)	(b) compare and contrast two dance studies in terms of space, time, and movement qualities	(b) establish a set of criteria for evaluating dance and apply it to their own work and the work of others	(b) establish a set of aesthetic criteria and use it for evaluating dance works	(b) use the aesthetic criteria to evaluate their own work and the work of others
(c) learn and demonstrate appropriate audience behavior	(c) discuss likes and dislikes about dances with their peers in supportive and constructive ways	(c) discuss anticipated audience responses		
		(d) formulate and answer reflective dance-related questions		
		(e) perform self-observation about the process and progress of their experience in dance	(e) discuss how skills developed in dance are applicable to a variety of careers	(e) analyze the style and movement vocabulary of a selected choreographer or form

*Applying and demonstrating critical and creative thinking skills in dance***Key Questions**

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
How many different ways can you travel on the low level (middle and high level) from this point to that?	Create an obstacle in your imagination. How many movements can you perform to overcome this obstacle?	What movement qualities did you see in this dance study? How did they make you feel?	How many different spatial structures or formations can you create that would be representative of a peer pressure situation?	How has your second version of your choreography evolved? What influenced your choices?
What does it feel like to move under water? Show me what it looks like to walk, jump, and hop under water?	What are some animals that travel slowly? What are some that travel quickly?	How did the performer or performers utilize "focus?"	What are some emotions that go along with the image of war? How can we represent these emotions in movement?	How does your work correspond with a particular technique or choreographic work?
Can you show me what body shapes your favorite cartoon character makes? How does your favorite character travel?	Can you travel like a house cat, now like a cheetah? Did you need to change your levels, why or why not?	What does dance mean to you? Has your view or idea of dance changed since you began this course?	In what careers would the dance skills of flexibility and strength be important for you to succeed?	
What is different and the same about student #1 and student #2 body shapes?	Can you name all the letters in the alphabet that have only straight pathways? How about curvy and straight combined? What pathways are the letters O and Z?  What kind of entrance would surprise your audience?	What is the significance of the dance elements: music, props, costumes, lighting in the dance piece?	What careers require you be a creative thinker? How has your dance education prepared you for this type of work?	

## 5. Content Standard: Demonstrating and understanding dance in various cultures and historical periods

Achievement Objectives - Students will:

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
(a) perform teacher-directed "sing song movement games" and/or dances from cultures that reflect children's diversity	(a) perform in a group or alone dances from diverse cultures	(a) perform dances from various cultures, including folk, social and classical forms from a broad spectrum of time	→	→
(b) identify the cultural origin of the movement games and/or dances that they have learned	(b) describe the cultural and/or historical content of learned dances	(b) describe the geographic, historic, and cultural influences of the dances they have learned (e.g., how did tap become tap?)	→	→
	(c) identify similarities and differences of the learned dances and dances from additional cultures and/or different time periods they have observed from a performance or video	(c) compare and contrast at least two different dances from a specific culture, and/or between two different cultures, and/or time periods	→	→
		(d) describe the role of dance in at least two different cultures or time periods	→	→
		(e) describe and perform at least one theatrical form of dance: e.g., ballet, modern, jazz, tap, Flamenco, Kabuki, etc.	(e) perform and describe similarities and differences between two contemporary theatrical forms of dance	(e) perform at least two contemporary theatrical forms of dance with higher technical skills and appropriate stylization and describe similarities and differences between them
			(f) create and perform an original dance based on research of a specific culture and time periods	→
			(g) research and identify major choreographers, dancers, and master pieces of the theatrical dance forms studied	→
			(h) identify the influence of different styles or dance forms or cultural elements in a famous piece of choreography	→

## 5. Content Standard : Demonstrating and understanding dance in various cultures and historical periods

### *Key Questions*

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
When, where, why are these "sing song" movement games" and/or dances usually performed?	What kind of occasion, environment, and type of people (such as women only, peasants, noblemen, chiefs, etc.) perform these dances?	What is the role of dance in this culture and time period?	What are the main similarities and differences in the technical training of the two contemporary theatrical forms of dance learned in class?	What are the main similarities and differences in the technical training of the two contemporary theatrical forms of dance learned in class ?  How did the two forms influence each other ?  How did each of these styles change in time?
What are some of the customs and objects that are unique or traditional to these cultures? Why are they needed?	What are the characteristic movements and elements of each of these dances?	How does the geographic location, the styles of clothes they wear, the music, and the social norm affect the characteristics of these dances?	What are some of the characteristic elements that can be used to represent this culture and/or time period?	What are some of the characteristic elements used to represent this culture and/or time period?
	What are the similarities and differences of these dances that are learned in class and the ones on the videotapes?	What are the similarities and differences between the recreational and social dances and the classical and contemporary theatrical forms of dance?	Who are some of the significant choreographers and contributors to two theatrical forms of dance studied in class, and what are their main contributions in dance history?	Who are some of the significant choreographers and contributors to two theatrical forms of dance studied in class, and what are their main contributions towards history?

## 6. Content Standard: Making connections between dance and healthful living

Achievement Objectives - Students will:

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
(a) identify possible personal goals to improve themselves as dancers	(a) identify at least three personal goals to improve themselves as dancers	(a) identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals	(a) reflect upon their own progress and personal growth during their study of dance	→
(b) discuss how healthy practices (such as nutrition and lifestyle) enhance their ability to dance	(b) learn food pyramid and discuss the importance of healthy lifestyle and nutrition	→	(b) effectively communicate how lifestyle choices affect the dancer	(b) discuss challenges facing professional performers in maintaining healthy lifestyles
(c) discuss importance of safety in relationship to dance	→	(c) explain strategies to prevent dance injuries and discuss treatments	(c) discuss treatments for injury RICE (e.g. rest, ice, compression, elevation)	→
(d) demonstrate exercising, stretching and strengthening different body parts	(d) demonstrate exercising, stretching and strengthening for different body parts and discuss importance	(d) using proper sequences create their own warm-up and discuss how that warm-up prepares the body and mind for expressive purposes	(d) using proper sequences create and perform their own warm-up for class	(d) using proper sequences create and teach their own warm-up for class
			(e) analyze gender, historical and cultural images of the body in dance and compare these to images of the body in contemporary media	

**6 Content Standard: Making connection between dance and healthful living**

*Key Questions*

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
Why is it important to have your own space when you dance?	What would happen if you ate all "sweets"?	Why does movement give you energy?	How does smoking affect your endurance as a dancer?	What are some of the health challenges that face professional dancers? Why?
Why do you need sleep?	How does it feel when someone comes into your space?	What are three foods you could eat to give you more energy? Why?  Why is stretching important to a dancer?  How does smoking affect your endurance as a dancer?	How does the media affect your life choices?  What is the relationship between food intake, exercise, energy, weight gain or loss, sleep and body image?	Why would you use ice? Why would you use an ace bandage?  What are some of the strategies you can use to prevent injury?

**7. Content Standard : Integrating the arts and making connections between dance and other disciplines**

*Achievement Objectives - Students will:*

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
(a) integrate knowledge and skills from dance and at least one others arts discipline in a group project	(b) create a multi-disciplinary project that integrates knowledge and skills from dance and other arts disciplines	→	(a)(b) choose a theme and create an interdisciplinary project that includes dance and two other disciplines	→
(b) demonstrate understanding of how concepts or ideas from dance relate to other disciplines, both arts and non-arts discipline	(b) demonstrate understanding of how movement relates to other disciplines, both arts and non-arts disciplines	(b) create a dance study to express a concept from another discipline	(b) demonstrate the understanding of how dance is governed by the laws of science	→
(c) learn simple body parts	(c) learn major bones and muscles	(c) identify major bones and muscles	(c) understand the functions of major bones, major muscle groups and joints as they relate to dance movement.	→
	(d) respond to a dance observed live or on video using another art form, and explain the connection between the original dance and the responding art work	(d) describe and/or demonstrate the similarities and differences between the arts	(d) compare and contrast a dance and another piece in a different art form based on a similar theme in terms of elements, materials, and ways of communicating meaning, etc.	→
		(e) explore and/or observe the possibilities and restrictions of dances performed live and on video, and compare and contrast the aesthetic impact of the two	(e) demonstrate the ability to use contemporary technology to create a dance and discuss how technology reinforces , enhances or alters dance ideas	(e) integrate technologies to create and present dance in a new or enhanced form
			(f) demonstrate the ability to use communications technology to conduct research in dance	→
				(g) demonstrate an understanding of how dance is affected by technological inventions

**7. Content Standard : Integrating the arts and making connections between dance and other disciplines**

*Key Questions*

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12 proficient	GRADES 9-12 advanced
How does counting help in dance?	How are the concepts of pattern, balance, and shape etc. in dance related to the same concepts in math, science, physical education, and visual arts etc.?	What are some of the common elements in dance and other art forms, and how are they different in the different art forms?	How can the understanding of human anatomy and principles of physics help a dancer in his/her development of dance technique?	→
How can you tell a story in movement?	How does the poem or drawing that you created relate to the dance you observed?	What are some of the things that you can do on stage and cannot do when you create a dance for video and vice versa?	How do choreographers, musicians, visual artists or playwrights use the same or different elements and materials to communicate the same theme?	What are some of the critical physics principles that govern our movement?
		How does a dance look different when performed live compared to recorded on video?	How can contemporary technology reinforce, enhance, or alter dance ideas?	→
			How can we use dance to convey ideas about the nature of human civilizations past and present?	How does Petipa's choreography of "Tchaikovsky's Nutcracker Suite" differ from Donald Byrd's choreography of Duke Ellington's "Harlem Nutcracker?"
			How can we use dance to convey ideas in math and science?	How does Petipa's choreography differ from Mark Morris' "Hard Nut"?

## Dance Products

Grades K-2	Grades 3-5	Grades 6-8
<p>1. Students create an improvised solo dance based on a folk story or song. The dance should contain a beginning, middle, and end that includes four basic locomotor /non-locomotor movements, three body directions, and three levels of movement. The student will perform the dance for their classmates.</p>	<p>1. Students will compose an original poem based on a moving object. This poem will be used to inspire a short original dance-work. This work will incorporate 8 locomotor/non-locomotor movements, left, right, forward, backward, sideways, diagonal directions of movement and turning techniques. The student will be able to isolate and articulate one sequence patterns used in their original work.</p>	<p>1. Putting it all together - - The Three P's: Props, Pathways &amp; Purpose</p> <p>Students use their imaginations to create an original creature. The product includes a creature movement study, a picture of the creature and a descriptive story about the creature and its prop. Particular attention is given to how the student manipulates the prop, his/her sequence of locomotor and non locomotor movements, pathways, focus, shapes and quality of movements. The movement study will be documented in writing, and all three product components (story, picture and movement composition) will be shared/performed live in front of the class.</p>
<p>2. After studying basic locomotor and non-locomotor movements, students will create their own movement book of five to ten favorite verbs. The student will illustrate each movement. During class, students will present their book in a lecture/demonstration format.</p>	<p>2. Students will collaborate with a classmate to create a short duet. Students will choose two contrasting pieces of music from the teacher's collection or from home. The movements of the original dance-work should reflect the contrasting musical styles and contain some unison and sequenced movements. The work will be video-taped for all-class evaluation. Students will critique the dance-work based on what is seen, feelings evoked, similarities and differences, identification of a locomotor/non-locomotor movements, body directions, levels and responses to the music.</p>	<p>2. What you see is what you get: View, Critique &amp; Reconstruct</p> <p>A) Students will view (live performance or video) a professional dance choreography from a particular culture, style or technique. They will write a review highlighting choreographic make-up such as movement, elements, tone, (emotion/story), dynamics and affects of costumes, sets, and props (if applicable). B) Students will reconstruct a portion of the viewed choreography. The reconstruction will be based on the students' impression and reflection of the choreography/performance; students will make movement choices and defend these choices. The reconstruction and the critique will be shared/performed in front of the class.</p>

## Dance Products

---

### Grades 9-12 (Proficient)

1. Create a dance (solo or group piece) that either uses a literary work such as a poem or a story, or a visual arts piece as the source of inspiration, or is based on a social issue, or research on a particular culture or historical event. The dance should contain a clear beginning, middle and end, and show exploration of various formal element and choreographic structure to arrive at the most effective expression of the theme chosen. The dance can be performed in silence or with accompaniment of music or spoken words. The creative process and the development of the dance should be documented by written journals, or notations (established or invented), and recorded on video. The final version will be performed for the class and videotaped, followed by discussion of the choices made and the strength and weakness of the piece based on the criteria of evaluating dance discussed and established in class.

2. a) Design and perform a warm-up sequence that thoroughly prepares the body and mind for dance. Explain what part of body or mind is each segment focusing on, and why is it arranged in that particular order.

2. b) Design a healthy menu for yourself. Examine your habit of eating and rest. Keep a journal of your daily food in-take and the amount of rest you have and the energy and quality of performance in dance over a period of time. Discuss if there is any correlation between performance level and quality of meals and rest.

3. Through research, compare and contrast the style, approach to choreography, the influence of the society and arts trend of the time period on two major choreographers from two different time periods of one of the theatrical dance forms they have studied. This project can be presented in written form or in a movement (dance) demonstration.

Boston Public Schools  
City-wide Learning Standards  
May 1997

---

### Grades 9-12 (Advanced)

1. Create a dance (solo or group piece) that either uses a literary work such as a poem or a visual arts piece as the source of inspiration, or is based on a social issue, or research on a particular culture or historical event. The dance should contain a clear beginning, middle and end, and show exploration of various formal element and choreographic structure to arrive at the most effective expression of the theme chosen. The dance can be performed in silence or with accompaniment of music or spoken words. The creative process and the development of the dance should be documented by written journals,, or notations (established or invented), and recorded on video. The final version should include a costume concept or design and an idea for lighting. It will be performed for the class and videotaped, followed by discussion of the choices made and the strength and weakness of the piece based on the criteria of evaluating dance discussed and established in class.

2. a) Evaluate the strength and weakness in your technique. Then design a series of warm-up or training exercises to help you strengthen your weaknesses, and explain what each of these exercises do (such as stretching the quadriceps or strengthening the abdominal muscles), and how these exercises can help improve your technique.

2. b) Design a healthy menu that would be beneficial for the high demand and longevity of a dancer. Examine your habit of eating and rest. Keep a journal of your daily food in-take and the amount of rest you have and the energy and quality of performance in dance over a period of time. Discuss if there is any correlation between performance level and quality of meals and rest.

3. Create a timeline illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts.