

Dance Technique I

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

Prepared by

M'Shay Callicott, Parkview High School
Pamela Crane, Parkview High School
Traci Presley, Mann Middle School
Olympia Smith, Mann Middle School
Michael Tidwell, Parkview High School

Edited by

Karen Chisholm, Program Manager
Ray Henson, Program Manager
Barbara Lensing, Program Advisor
Dave Fisher, Program Advisor
Office of Career Guidance, Exploration and Preparation
Arkansas Department of Workforce Education

Disseminated by

Career and Technical Education
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

Curriculum Content Frameworks

Dance Technique I

Grade Levels: 9, 10, 11, 12

Prerequisite: Teacher Recommendation/Audition

Course Code 559210

Course Description: Dance Technique I demonstrates basic dance techniques of various styles utilizing basic steps, positions, and patterns with the use of basic meters and rhythms; limited ranges. This is one of the core courses for a career major in the program of study called Dance. It is a year-long course that will introduce students to the elements of ballet, jazz, modern, and ethnic dance as the vehicle to the development of movement skills required of dancers as performing artists. Students will also develop the knowledge and strategies needed for incorporating a dancer's lifestyle.

Table of Contents

	Page
Unit 1: Performance and Exhibition of Dance	1
Unit 2: Supplemental Dance History	5
Unit 3: Critical and Aesthetic Evaluation	7
Glossary	12

Unit 1: Performance and Exhibition of Dance

Hours: 90

Terminology: Alignment, Apron, Axial movement, Balance, Beat, Blocking, Center stage, Concert, Contraction, Cue, Direction, Downstage, Dress rehearsal, Elements, Elevation, Extension, Flexion, Focus, Force and Energy, Front of the house, House, Isolation, Locomotor movement, Mirror, Non-locomotor movement, Off-stage, Pathways, Personal space, Phrase, Proscenium, Pulse, Rehearsal, Release, Repetition, Run-through, Simple meters, Stage crew, Stage left, Stage right, Symmetrical, Syncopation, Upstage, Warm-up

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terminology	1.1.1 Spell, define and pronounce terminology correctly and appropriately	Foundation	Reading	Applies and understands technical words that pertain to performance and exhibition of dance [1.3.6]	
	1.1.2 Apply dance terms appropriately	Foundation	Writing	Applies/Uses technical words and concepts related to dance [1.6.4]	
1.2 Identify the appropriate professional behavior and attire	1.2.1 Exhibit secure hair	Personal Management	Self-Esteem	Create self-confidence and positive self-image through proper grooming [3.5.3]	
	1.2.2 Identify appropriate class attire	Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]	
	1.2.3 Demonstrate acceptable dance etiquette	Interpersonal Skills	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]	
1.3 Describe the principles of body and movement	1.3.1 Exhibit various styles utilizing basic steps, positions, and patterns with the use of basic meter rhythms with limited ranges	Personal Management	Responsibility	Comprehends ideas and concepts related to dance technique [3.4.2]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
	1.3.2 Demonstrate appropriate basic skeletal alignment	Foundation	Science	Applies scientific principals related to dance [1.4.5]	
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
	1.3.3 Demonstrate basic body part articulation	Foundation	Science	Applies scientific principals related to dance [1.4.5]	
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do			What the Instruction Should Reinforce			
Knowledge	Application		Skill Group	Skill	Description	
	1.3.4	Demonstrate basic flexibility	Foundation	Science	Applies scientific principals related to dance [1.4.5]	
			Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
	1.3.5	Demonstrate basic locomotor and non-locomotor movement	Foundation	Science	Applies scientific principals related to dance [1.4.5]	
			Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
	1.3.6	Demonstrate basic agility	Foundation	Science	Applies scientific principals related to dance [1.4.5]	
			Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
	1.3.7	Demonstrate basic strength	Foundation	Science	Applies scientific principals related to dance [1.4.5]	
			Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
1.4	Identify the elements of dance	1.4.1	Apply space/time using basic movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
		1.4.2	Apply dynamics using basic movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
		1.4.3	Apply rhythm using basic movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
				Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
				Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
				Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
1.5 Identify the principles of dance	1.5.1	Demonstrate technique and style	Personal Management	Responsibility	Pays close attention to details [3.4.8]
	1.5.2	Demonstrate improvisation and choreography	Thinking	Seeing in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
1.6 Name varied styles of dance within performing arts/dance	1.6.1	Identify varied dance styles within performing arts/dance	Foundation	Speaking	Interprets nonverbal cues such as eye contact, posture, and gestures for meaning [1.5.6]
1.7 Recognize the function of rehearsals and practice sessions	1.7.1	Practice the rules and etiquette of the auditorium and rehearsal procedure	Interpersonal Skills	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
					Works effectively with others to reach a common goal [2.6.6]
			Displays high standards of attendance [3.4.5]		
			Is punctual to class, school meetings, and work [3.4.6]		
	1.7.2	Perform the required steps through repetition	Personal Management	Responsibility	Exhibits enthusiasm in approaching and completing tasks [3.4.3]
					Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
	1.7.3	Accept constructive criticism	Interpersonal Skills	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
			Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
	1.7.4	Reflect through self evaluation	Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
1.8 Identify the elements of the stage	1.8.1	Apply stage directions to basic movement during rehearsal and performance in various performance environments	Foundation	Listening	Listens to follow directions [1.2.6]
			Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
					Sets high standards for self in completion of a task [3.4.9]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.9 Discuss safety, health, and environmental issues related to dance	1.9.1 Demonstrate injury prevention, identification, and treatment	Foundation	Science	Follows safety guidelines [1.4.15]	
	1.9.2 Demonstrate warm-up techniques	Foundation	Science	Uses equipment and techniques in dance [1.4.23]	
		Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]	
	1.9.3 Demonstrate the importance of lifestyle choices in preparing for dance	Personal Management	Self-Esteem	Develops/initiates a plan for self-improvement [3.5.4]	
1.9.4 Observe proper safety etiquette on stage/in the studio		Interpersonal Skills	Coaching	Comprehends ideas and concepts related to dance [2.1.1]	
		Personal Management	Integrity/Honesty/Work Ethic	Complies with safety and health rules in dance environment [3.2.2]	

Unit 2: Supplemental Dance History

Hours: 10

Terminology: Classical ballet, Ethnic dance, Folk, Jazz, Pantomime, Tap, Technique

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology	2.1.1 Apply terms appropriately within the context of dance	Thinking	Decision Making	Comprehends ideas and concepts related to supplemental dance history. [4.2.2]	
2.2 Explain the historical, cultural, and social context of dance	2.2.1 Review and discuss live, prerecorded, or historical performances	Foundation	Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]	
	2.2.2 Discuss local dance artists relevant to the community	Interpersonal Skills	Cultural Diversity	Discusses contributions and innovations made by women and/or minority groups [2.2.2]	
2.3 Identify the types of dance in history	2.3.1 Recognize a ritual dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Foundation	Writing	Applies technical words and concepts [1.6.4]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]	
	2.3.2 Recognize a social dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Foundation	Writing	Applies technical words and concepts [1.6.4]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]	
	2.3.3 Recognize a theatrical dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Foundation	Writing	Applies technical words and concepts [1.6.4]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]	
	2.3.4 Identify ritual, social, and theatrical dance by geographical region	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.4 Identify different periods in dance history	2.4.1 Discuss the Pre-Classical period	Foundation	Speaking	Ask questions to obtain information [1.5.4] Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Personal Management	Responsibility	Comprehends ideas and concepts related to dance [3.4.2]	
	2.4.2 Discuss the Romantic period	Foundation	Speaking	Ask questions to obtain information [1.5.4] Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Personal Management	Responsibility	Comprehends ideas and concepts related to dance [3.4.2]	
	2.4.3 Discuss the New Age of Ballet	Foundation	Speaking	Ask questions to obtain information [1.5.4] Organizes ideas and communicates oral messages to listeners [1.5.7]	
		Personal Management	Responsibility	Comprehends ideas and concepts related to dance [3.4.2]	
	2.4.4 Compare and contrast different periods in dance history	Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]	
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	

Unit 3: Critical and Aesthetic Evaluation

Hours: 10

Terminology: Actions, Asymmetrical, Choreography, Critique, Dynamics, Expressive, Level, Musicality, Percussive movements, Performance, Props, Shape, Style, Unison

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terminology	3.1.1 Apply terms appropriately within context of dance	Thinking	Decision Making	Comprehends ideas and concepts related to critical and aesthetic evaluation. [4.2.2]	
3.2 Examine critical choreographic processes in performing arts/dance	3.2.1 Establish aesthetic criteria to include body levels, shapes and pathways	Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]	
			Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
			Problem Solving	Visualizes a finished product [4.6.4]	
3.3 List the other art forms that support or collaborate with dance	3.3.1 Identify music that supports or collaborates with dance	Foundation	Listening	Listens for emotional meaning [1.2.5]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	3.3.2 Identify theatrical sets that support or collaborate with dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	3.3.3 Identify costumes that support or collaborate with dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	3.3.4 Identify theatrical effects that collaborate with dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	3.3.5 Discuss the interdependence of the related art forms to dance	Foundation Thinking	Writing Reasoning	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] See relationship between two or more ideas, objects, or situations [4.5.5]
3.4 Identify performing arts/dance examples	3.4.1 Discuss responses to written and oral statements about dance	Thinking	Decision Making Knowing how to Learn Knowing how to Learn	Comprehends ideas and concepts related to dance [4.2.2] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Processes new information as related to dance [4.3.5]
3.5 Construct a critical statement on the meaning of a dance	3.5.1 Justify response based on basic knowledge and personal preferences 3.5.2 Compare/contrast response	Foundation Interpersonal Skills	Writing Coaching	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Presents answers/conclusions in a clear and understandable form [1.6.13] Presents own opinion in written form in a clear, concise manner [1.6.14] Encourages others to develop personal and professional skills [2.1.2] Helps others learn new skills [2.1.3]
3.6 Discuss the theme of a dance observed live or on video	3.6.1 Describe how the choreographer's movement choices communicate ideas throughout the dance 3.6.2 Discuss how the music, set, costumes, and effects relate to the choreographer's movement choices to further develop the theme of the dance composition	Interpersonal Skills Interpersonal Skills	Teamwork Teamwork	Comprehends ideas and concepts related to dance [2.6.1] Comprehends ideas and concepts related to dance [2.6.1] Contributes to group with ideas, suggestions, and effort [2.6.2] Works effectively with others to reach a common goal [2.6.6]

Unit 4: Career Development

Hours: 10

Terminology: Aptitude, Budget, Career portfolio, Collaboration, Communication skills, Competency, Compromise, Confidentiality, Conflict resolution, Cooperation, Dependability, Fringe benefits, Goals, Gross income, Initiative, Interest inventory, Kuder, Letter of recommendation, Net income, Performance evaluation, Personal management, Policy, Punctuality, Reliability, Respect, Responsibility, Resume, Scholarship, Self discipline, Social Security, Time management, Work ethic, Workforce diversity

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Define terminology	3.1.1 Apply terms appropriately within context of dance	Thinking	Decision Making	Comprehends ideas and concepts related to career development in dance [4.2.2]
4.2 Develop a personal dance career portfolio	3.2.1 State the objectives of developing a personal dance career portfolio	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	3.2.2 State the purpose of developing a personal dance career portfolio	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
	3.2.3 Assess personal values, knowledge, aptitudes, skills, interests, experience, and accomplishments	Personal Management	Career Awareness	Analyzes own knowledge, skills, and abilities [3.1.2]
	3.2.4 Use Kuder, KeyTrain, and/or other resources to match personal qualities with career opportunities	Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Explores career opportunities [3.1.6]
	3.2.5 Set realistic and measurable personal and professional goals (short-term and long-term)	Personal Management	Self-Esteem	Sets well-defined and realistic personal and career goals (short-term and long-term) [3.1.11] Analyzes impact of work on individual and family life [3.1.1] Monitors progress toward goal attainment [3.1.10]
4.3 Establish post-secondary education/training plan	3.3.1 Verify and document post-secondary options and opportunities	Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
	3.3.2 Determine educational and training needed to meet career goal requirements	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]
	3.3.3 Write an education/training plan to reach goals		Self-Esteem	Develops and initiates a plan for self-improvement [3.5.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.4 Critique personal traits of an effective dancer	3.4.1	Discuss/analyze work ethic and worker habits of a professional dancer	Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3] Describes/explains significance of integrity, honesty, and work ethics [3.2.4]
	3.4.2	Compare/contrast worker attitudes for worker morale	Interpersonal Skills	Teamwork	Recognizes effects of positive and negative attitudes on co-workers [2.6.4]
	3.4.3	Demonstrate admirable personal qualities of an effective dance company			Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
4.5 Describe what dance company directors expect of dancers	3.5.1	Discuss anticipated problems in meeting director's expectations	Personal Management	Work Habits	Presents positive image of personal attitudes and abilities [3.5.7]
	3.5.2	Recommend realistic employer expectations		Organizational Effectiveness	Adapts to organizational goals [3.3.1]
4.6 Identify standard policies, rules, regulations, and ethics used in the workplace	3.6.1	Discuss standard policy, rules, and regulations a workplace setting	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
	3.6.2	Identify standard operation procedures and safety practices	Personal Management	Integrity/Honesty/Work Ethic Organizational Effectiveness	Complies with safety and health rules in a given work environment [3.2.2] Comprehends the organization's modes of operation [3.3.5]
4.7 Identify proper communication etiquette in the workplace	3.7.1	Demonstrate appropriate person-to-person etiquette	Interpersonal	Customer Service	Demonstrates face-to-face selling skills [2.3.3]
	3.7.2	Demonstrate appropriate group and meeting etiquette		Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
4.8 Complete appropriate documents for job application	3.8.1	Type a letter of application for a career goal	Personal Management	Self-Esteem	Creates a positive self-image by selling self in a letter of application [3.5.2]
	3.8.2	Complete a job application form correctly and accurately	Foundation	Writing	Produces neat, legible document from typewriter or computer [1.6.15] Completes form accurately [1.6.7]
	3.8.3	Complete a resume for a career goal	Personal Management	Writing Self Esteem	Develops self-confidence by creating a resume, which promotes personal strengths and abilities [3.5.5] Identifies personality assets [3.5.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	3.8.4 Type a follow-up letter for a career goal		Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
4.9 Describe appropriate appearance in the studio, performance and benefit following performance	3.9.1 Analyze dancer's compliance with the company's dress code and appearance standards to be a successful company member	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
	3.9.2 Demonstrate appropriate attire for an interview	Personal Management	Self Esteem	Creates self-confidence and positive self-image through proper grooming [3.5.3]
4.10 Evaluate interview competencies	3.10.1 Identify, prepare, and present answers to most frequently-asked interview questions	Foundation	Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
		Personal Management	Self Esteem	Presents positive image of personal attitudes and abilities [3.5.7] Presents positive personal reference of education and work experience [3.5.8]
3.11 Assess employment compensation and benefits	3.11.1 Calculate net pay	Foundation	Math	Calculates and estimates payroll deductions [1.1.8]
	3.11.2 Assess personal needs and calculate payroll deductions and its impact on lifestyle and future needs	Thinking	Decision Making	Evaluates information and data needed to make best decision [4.2.5]
	3.11.3 Critique forms of pay and justify personal preference for earnings	Thinking	Reasoning	Use logic to draw conclusions from available information [4.5.6]

Glossary

Unit 1: Performance and Exhibition of Dance

1. Alignment – The relationship of the skeleton to the line of gravity and the base of support. Body placement/posture
2. Apron – The front or most downstage area of the stage
3. Axial movement – Any movement that is anchored to one spot by a body part using only the available space in any direction without losing the initial body contact. Also known as non-locomotor movement
4. Balance – A state of equilibrium referring to the distribution of weight or the special arrangement of bodies
5. Beat – A steady pulse
6. Blocking – The planning and working out of the movements on stage
7. Center stage – The center of the performing area
8. Concert – A program of separate dances organized into a single performance
9. Contraction – The tightening of a muscle causing it to become shorter and thicker
10. Cue – A signal, either verbal or physical, that indicates something else, such as a line of dialogue or an entrance, is to happen
11. Direction – The path produced by moving, and the apparent line toward which someone is pointing or facing
12. Downstage – The stage area toward the audience
13. Dress rehearsal – The practice session or run through immediately preceding the performance in which the dancers wear their costumes
14. Elements – The use of the body moving in space and time with force/energy
15. Elevation – The body's propulsion into the air away from the floor, such as in a leap, hop, or jump
16. Extension – The straightening of a body part
17. Flexion – The bending of a body part
18. Focus – The conscious attention toward a converging point
19. Force and Energy – An element of dance characterized by the release of potential energy into kinetic energy. It utilizes body weight, reveals the effects of gravity on the body, is projected into space, and effects emotional and spatial relationships and intensions. The most recognized qualities of movement are sustained, percussive, suspended,

20. Front of the house – Box office and lobby
21. House – The area of the theatre in which the audience is seated
22. Isolation – Movements restricted to one area of the body such as the shoulders, rib cage or hips
23. Locomotor movement – Traveling from one place to another
24. Mirror – To copy the movements of another while facing the individual
25. Non-locomotor movement – An “in place” movement performed on a fixed base
26. Off stage – Situated or taking place in the area of a stage not visible to the audience
27. Pathways – A line along which a person or a part of the person, such as an arm or head, moves (e.g., her arm took a circular path, or he traveled along a zigzag pathway)
28. Personal space – The “space bubble” or the kinesphere that one occupies; it includes all levels, planes, and directions both near and far from the body’s center. Also known as self space
29. Phrase – A rhythmic or movement unit – ordered, progressive, and proportioned in form
30. Proscenium – The enlarged hole cut through a wall to allow the audience to view the stage, also called the proscenium arch
31. Pulse – The underlying and consistent beat
32. Rehearsal – Practice sessions in which the dancers and technicians prepare for public performance through repetition
33. Release – A relaxation of contracted muscles while maintaining decided control
34. Repetition – That which repeats in order to clarify and emphasize
35. Run-through – A rehearsal moving from start to finish without stopping for corrections or notes
36. Simple meters – Units of two or three with a strong accent on the first beat of the measure
37. Stage crew – The backstage technical crew responsible for running the show
38. Stage left – The left side of the stage from the perspective of an actor facing the audience
39. Stage right – The right side of the stage from the perspective of an actor facing the audience
40. Symmetrical – A visually balanced body shape or grouping of dancers
41. Syncopation – Accenting a weak beat or an unaccented part of a beat
42. Upstage – Used as a noun, the stage area away from the audience; used as a verb, to steal the focus of a scene
43. Warm-up – Movements and/or movement phrases designed to raise the core body temperature and bring the mind into focus for the dance activities to follow

Unit 2: Supplemental Dance History

1. Classical ballet – A dance form that includes the traditional steps, positions, and body carriage that originated before the 20th century; also refers to a dance presentation choreographed prior to the 20th century
2. Ethnic dance – Dance which portrays authentic and historical elements of a culture
3. Folk – Dances that are usually created and performed by a specific group within a culture
4. Jazz – Any of various dances characterized by the use of improvisation and influenced by rhythms and techniques of jazz music.
5. Pantomime – A non verbal but realistic use of action and gesture as a means of expression.
6. Tap – A more intricate and sophisticated form of clog dance; with its roots based in traditional Irish step dances, from Spanish flamenco dances and from the footwork of many African dances
7. Technique – The skill essential to the components of performance

Unit 3: Critical and Aesthetic Evaluation

1. Actions – What the body is doing. Includes locomotor and non-locomotor movements; for example, running, jumping, twisting, gesturing, turning
2. Asymmetrical – Unbalanced, as applies to a body shape or grouping of dancers
3. Choreography – The art of composing dances
4. Critique – Opinions and comment based on predetermined criteria that may be used for self evaluation or the evaluation of the dancers or the production itself
5. Dynamics – The force of movement with variations in the amounts of power, intensity and energy exerted
6. Expressive – The elements of art used to elicit feelings; such as, anger, joy, sadness, power, weakness, etc
7. Level – Gradations of height from the floor to the highest possible elevation
8. Musicality – The attention and sensitivity to the musical elements of dance while creating or performing
9. Percussive movements – A sharp, forceful and ballistic type of movement with a marked initial impetus which later is quickly checked on the follow-through
10. Performance – Skillful presentation in which communication occurs
11. Props – Items carried on stage by a performer
12. Shape – An interesting and interrelated arrangement of body parts of one dancer; the visible makeup or molding of the body parts of a single dancer; the overall visible appearance of a group of dancers; also, the overall development or form of a dance
13. Style – A distinctive manner of moving; the characteristic way dance is done, created, or performed that identifies the dance of a particular performer, choreographer, or period
14. Unison -- Dance movement that takes place at the same time in a group

Unit 4: Career Development

1. Aptitude -- One's potential for learning a new skill
2. Budget -- An itemized list of expected income and expense for a given period in the future
3. Career portfolio -- An organizational tool used to document personal growth toward a career goal containing assessments, interest inventories, work samples, education, skills, goals, and plans used to apply to college, training programs, or job applications
4. Collaboration -- To work jointly with others
5. Communication Skills -- The ability to convey a message through various forms and receive feedback
6. Competency -- Measureable skills and abilities that an employee possesses in order to excel in a particular job.
7. Compromise -- Each party in a disagreement is willing to give in order to receive
8. Confidentiality -- Discretion in keeping secret or private information
9. Conflict resolution -- The settling of differences so people may work together effectively
10. Cooperation -- A combination of people working together for mutual benefit
11. Dependability -- The quality of being reliable and trustworthy
12. Fringe benefit -- An employee benefit given in addition to one's wages or salary
13. Goals -- short/medium/long term - Professional objectives in which an employee plans to achieve in a specific period of time
14. Gross income -- Total pay, excluding all deductions
15. Initiative -- The power or ability to begin or to follow through energetically with a plan or task.
16. Interest inventory -- A document designed to help determine specific personal preferences related to work or leisure
17. Kuder -- A comprehensive online tool with self assessment resources, education planning, and occupation exploration features to help students with their career development
18. Letter of recommendation -- A written document that assesses the qualities, characteristics, and capabilities of a person, which is typically related to employment, college program admission, or scholarship eligibility
19. Net income -- The amount of pay a person receives after all deductions are subtracted
20. Performance evaluation -- An examination or judgment of an employee's work efficiency
21. Personal management -- A self awareness and management process to develop skills necessary to maximize personal growth

22. Policy -- A deliberate plan of action to guide decisions
23. Punctuality -- Strict observance in arriving to engagements on time; promptness
24. Reliability -- Someone who is dependable in achievement, accuracy, honesty, etc.
25. Respect -- The condition of being honored or esteemed
26. Responsibility -- The state of being reliable or dependable
27. Resume -- A formal document that sums up a person's work qualifications, character, and dependability
28. Scholarship -- A sum of money or other aid granted to a student, because of merit, need, etc., to pursue his or her studies
29. Self-discipline -- Training oneself to improve behavior to comply with employer expectations
30. Social Security -- A program of old-age, unemployment, health, disability, and survivors insurance maintained by the U.S. federal government through compulsory payments by employers and employee groups
31. Time management -- Tools or techniques used for planning and scheduling time, usually with the aim to increase effectiveness and/or efficiency.
32. Work ethic -- Set of values based on the moral virtues of hard work and diligence
33. Workforce diversity -- Differences among employees in the workplace