

LEARNING RESOURCE

SPA - DANCE



BASIC CONCEPTS, CHARACTERISTICS AND FUNCTIONS OF DANCE

QUARTER 4

LEARNING RESOURCE for SPA- DANCE 7

DANCE PRODUCTION AND ITS COMPONENTS QUARTER 4

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FOREWORD

Welcome to this Learning Resource for Dance Education.

This Learning Resource was developed by experts from the National Commission for Culture and the Arts as a reference to aid you in developing rich, meaningful, and empowering learning in the creative fields. Every effort has been exerted to produce a Self-Learning Learning Resource that incorporates the most fundamental elements and principles of each discipline, while providing a spiraled, scaffolded, and multi-sensory approach to allow you to explore your innate creativity while building discipline and rigor in your chosen discipline.

Each lecture, activity, or reflection here is designed to be meaningful. Each one designed to build from the previous one, and each one with the objective of building up for the next skill or competence. We hope that you will find these activities challenging but empowering, and that your potential as a Filipino artist and Creative is further enhanced and inspired.

These Learning Resources take into consideration the various limitations and challenges brought about by the current situation, and provides you with the flexibility to manage content and pace to your individual needs while maintaining standards for creativity, embodying 21st Century skills, and aspiring towards artistic excellence. Beyond compilations of dry information, these Learning Resources seek to develop *Higher Order Thinking Skills* of Analysis, Evaluation, and Creation.

If you are planning to use this Resource as a facilitator or teacher, you are expected to guide and orient your learners in the proper and efficient use of this Learning Resource. Most, if not all activities, will entail exploration, investigation, and experimentation, as such it is imperative that you, as the facilitator, establish the guidelines which will allow your students to be creative but within responsible, safe, and academically-sound limits. Your guidance and mentorship is expected and encouraged throughout the learning process.

We look forward to your journey as an artist, MABUHAY!

INTRODUCTION AND OBJECTIVES

This module was designed and written for you to deeply understand the dance in general. The lessons are conceptualized for you to achieve the standards and gain what is essential in order for you to use it as your powerful weapon in mastering the dance skills that you already have.

After going through this module, you are expected to:

1. define dance;
2. discuss the functions of dance;
3. identify the nature and characteristics of each dance form/genre;
4. explain the relationships of the different dance forms/genre; and
5. execute dance movements of some genres using the basic concepts, characteristics and functions of the dance.

CONTENT AND ACTIVITIES

LESSON 1: Relationships of the Different Dance Forms/Genres

Now that you understand that dance is a form of performing art in which the main uses are the body parts and its deliberately chosen movement. You also considered rhythm and cultural pattern with an aesthetic value and symbolic potential. For some people, they use the body and its movements as a tool to express its feelings and desires. As important moments in the history of dance in the West marked the birth of ballet and its equivalent such as contemporary dances, folk dances of each places, modern dances, and other types of dance have been formed such as ballroom, jazz dance, and hip-hop.

How fluent are you in the language of dance? In this lesson, you will find the details about the five elements that all forms of dance and creative movement have in common: body, action, space, time and energy. Being able to identify and understand these fundamental characteristics can provide you an idea when talking about a dance performance. It can help you also get your own messages across through movement. To understand the elements of dance, we must first describe what we see and hear when we watch a live dance performance. Can you share about your observation? How about the idea below?

Dance Elements



That concept map is a simple way to discuss the different elements of dance. While different dance styles call for expert skills and stylization options, the underlying dance elements can be seen in all dance forms or genres.

Activity 1. Select 3 of the action words to use in a dance phrase that you want to execute in front of your family. You will also pick a 4th choice, which can be any dance step or movement of your own choice. For example, you might choose “twist, float, and jump” and decide to use a double turn as your 4th choice. Then, write how will you apply that action word to the dance element. You can use any form or genres of dance for this activity.

Action words	Body (What you move)	Energy (How you move)	Space (Where you move)	Time (When you move)
1.				
2.				
3.				
4.				

Checklist

- Use both axial and locomotor movements in your dance phrase.
- Be inventive, but use only these 4 movements in the dance phrase.
- The phrase should be at least 15 seconds long with a clear beginning and ending so you will have to:
- Repeat at least some movements or create variations.
- The phrase can be performed in silence or with music, so be prepared to explain your choice.

"Why do people dance?", "How can dance help me?" and "What is the most important technique I should know?". These questions will guide you as you move forward. First, let us focus on the question that would really help you as a dance student "What are the dance elements I need to know to be the **BaEST** dance student?" Are you ready?

BODY in dance, the various body parts are the mobile figure or shape, felt by the dancer, seen by others. The body is sometimes still slightly and sometimes changes as the dancers move around the area or travel to the dance area. Dancers can emphasize specific parts of their body in a dance phrase or use their entire body at the same time. If we look at the dancer's entire body we can consider the overall shape design; is it symmetrical? Bent? What part of the body starts the movement or action? **In relation to body** any **action** are

included in the act of dancing— it can include locomotor and non-locomotor steps, facial movements, and other gestures. Dance is made up of streams of movement and pauses, so action refers not only to steps and sequences, but also to pauses and moments of relative stillness.

ENERGY in dance. Energy is about how movement or dancing takes place. Energy choices include variations in movement flow and the use of force, tension, and weight. A body movement or part of such an arm can flow freely or stop easily, and it can be strong or gentle, tight or loose, heavy or light. A dancer can walk in an arabesque position with a sharp, percussive attack or with a light, flowing ease. Energy can change in an instant, and many types of energy can be played simultaneously.

SPACE in dance. Dancers may relate with space in many ways. They can stay in one place or they can travel from one place to another. They can change the direction, level, size, and paths of their movement.

The dancers 'relationships with each other can be based on geometric designs or rapidly changing as they work together, and then separately. Even if a dancer dances alone in a solo, the dancer is repeatedly involved in the space of the performing area so that the space can almost be considered a dance partner.

TIME in dance. The best key for the time element is *When?* The movement of dancers is naturally rhythmic in the broad sense that we are alternate activity and rest. Breath and waves are examples of rhythms in nature that are repetitive, but not as constant as in a metered rhythm. Rhythm can be metric or free rhythm. Most music uses repetitive patterns (2/4 or 3/4 for example), but the concepts of time and meter are different. Dance movements can also show different timing relationships such as simultaneous or sequential timing, short in duration, fast at slow pace, or unpredictable or unpredictable intervals of accents.

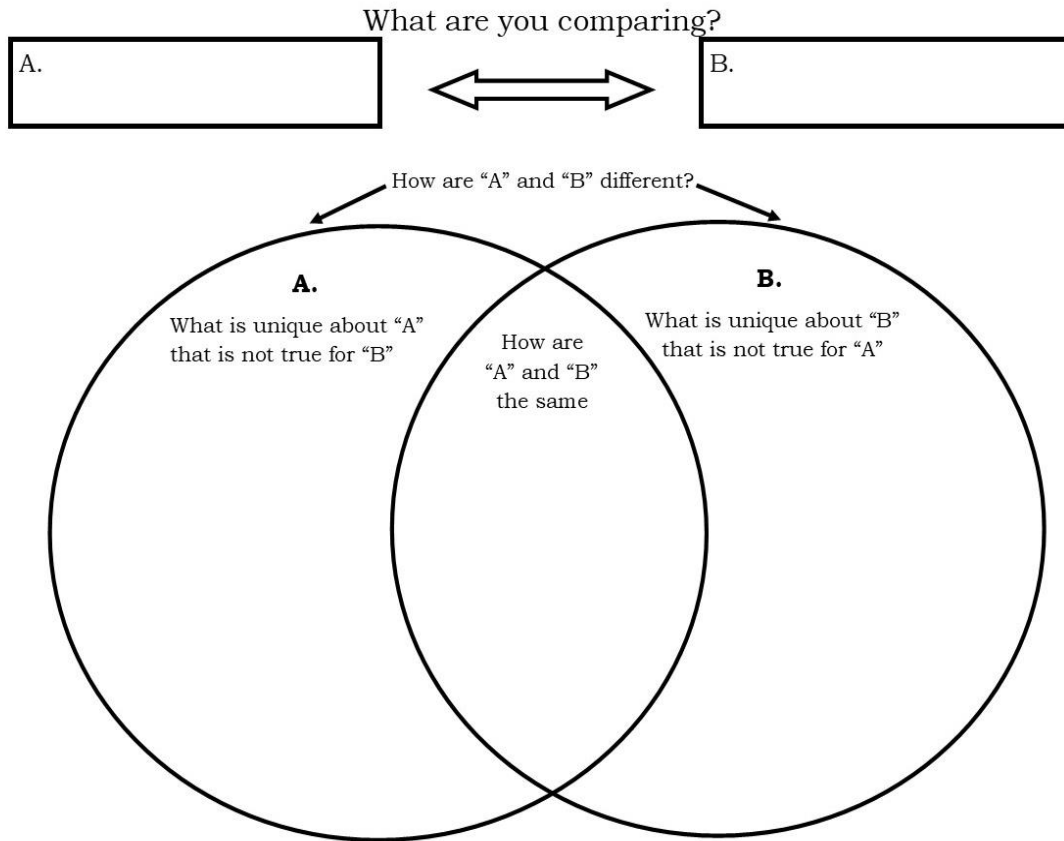
Activity 2. Look at the picture below. Is it a good building? How would you know that building is tend to define their art in terms of basic elements like line, shape, space, and level.



Body	
Shape	
Space	
Level	

Activity 3. Based on your dance performance in your last lesson, choose 2 dance forms and compare the two using Venn Diagram below.

Activity 4. Explain and demonstrate the relationship of the dance forms to one another in front of your family using the elements of dance. You may use the Venn diagram as your guide. Let you family decide the level of your presentation.



Score	Explanation	Name and signature of evaluator

Activity 5: How can you relate the dance elements to your feelings in this current situation in the society. Draw and write a symbol and explain your idea in the box.

Dance Element	Symbol	Explanation
Body		

Action		
Energy		
Space		
Time		

Activity 6: Create a dance phrase. Make movement for every element for 16 counts each. If you are ready, perform it in front of your family. Then make your general assessment.

Activity 7: True or False. Write **A** on the blank if the statement is correct and **B** if it is wrong.

- _____ 1. Mimetic movements include striking and lifting are non-locomotor movement.
- _____ 2. The energy in dance is how a dancer shows the movement variations and the use of force, tension, and weight.
- _____ 3. Dancers perform can only perform in general space.
- _____ 4. Dance movement can only show one timing relationship in mostly dance performances.
- _____ 5. Galloping is a locomotor movement.

Activity 8: Follow the steps below.

1. Walk normally around the house.
2. Next have them walk high up on their toes
3. and then walk lower to the ground.

Remember!

- Move any way you want to. In sequence there is no one “right” way to move during the execution, you need to use your ideas.
- Have your own variations and use music for this activity:
- Do the movement at a different level.
- Do the movement in a different direction.
- Choose another way to move and repeat the level and direction changes.
- You may include hand movement.

Animals Movements

Activity 9. Think of two animals that can mimic those movements. Perform those movements.

Activity 10. Based on the result of you performance, Compare your self-evaluation to the evaluation of your family.

Activity 11: On your performance, how do you apply the elements of dance?

CONTENT AND ACTIVITIES

LESSON 2: Dance Movement

Now that you have already understood the essentials of dance, it is about time to manage your dance skills. In the previous lessons, you have taught to execute some basic movements and tried to comprehend and even master every single movement. In this lesson, we will give you another challenges that will test your capacity as a dance student. Are you excited? Let's move.

As you noticed, various dance styles have different in nature and ways on how to efficiently move every step. You could easily differentiate ballet to contemporary, ballroom to hip-hop, and so on. Regardless of the varied execution, they still have connection and relationship. That concept will be used in order for your to discover more of your ability to use your dancing prowess, knowledge, and determination dealing with the steps, functions, characteristics, and relationships as you move your body. Do you have already on your mind? What it is?

Activity 1. Select three dance forms and draw three basic steps (head, arms, and feet) that you want to demonstrate.

Genre	Head	Arms	Feet

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Activity 2. In front of your family, perform that dance steps you have drawn. Please note that every step has 32 counts. After you presentation, your family will rate you from 1-5 as 5 the highest score.

Genre	Head	Arms	Feet	Total	signature

Activity 3. Write your self-assessment of your performance. You may rate your self from 1-5 as 5 the highest score. Explain your rating.

Self-Assessment	Parent's Signature

In the dance presentation be it formal or informal occasion you will notice that the movements of dancers depend on the purpose or what the story wants to convey to the audience. Mostly if a dance wants to show an extreme joy, anger, or being annoyed, you will notice that a spontaneous skipping, stamping, and jumping movements often performed.



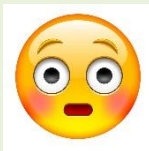
In addition, if the story wants to portray an extreme movement of dance the arms of the dancers are being thrown or stretched out, the head lifted back, and the body arched or twisted. Moreover, it frequently includes an uncommon effort or stylization, such as high kicks, leaps, or measured walks.

In folk dance, the steps from the other western countries are mostly involve with small hops and skips, running steps, and gallop which is performed by sliding one leg to the side or front and the other leg is brought to meet it in the air with a small spring before the feet lands on it. They have also simple turns and lifts. In some dances the performers remain separate; in others, they hold hands, link arms, or clasp one another around the waist. Steps are usually repeated in long series, but they often follow quite complex and strictly ordered floor patterns.




Just like in the Philippine folk dance, the hand movement play an important role in dancing and very particular with its basic positions. Dancers stand apart in general and mostly perform in a long formation. In addition, dance movements vary on its location. Dances from lowland are mostly with foreign element and war dances are found in non-Christian tribes.

In modern dance, there are many dance steps that need to master. One of which is the curl down and up, which perform by starting in jazz first position with your arms at your side, curl your spine over slowly. When you are halfway down to the floor, bend your knees and continue to curl. The leg swings on the other hand is done by standing in parallel first and place the arms in second position. Slide the right leg forward with a pointed toe, it should then brush through the first position and follow through backwards, slightly bending the knee. Modern dance steps may also include flat back, tendu, Chasse, and no boundaries.




Activity 4. Write the dance movement that can be associated with the given emoji.

Emoji	Body part	Movement 1	Movement 2	Movement 3
				
				
				

Activity 5. Make a self-assessment of your performance. Draw a happy face or sad face I the box and explain your drawing.

Emoji	Assessment	Explanation
		
		
		

Activity 6. In front of your family, perform the dance steps you have written in activity 1. Please note that every step has 32 counts. After you performance, ask your family to rate you from 1-5 as 5 the highest score.

Emoji	Movement 1	Movement 2	Movement 3	Total Score
				
				
				

Activity 7. Based on your performance, what are the things you want to improve? What is it important?

Activity 8. With the given functions and characteristics of dance below, pair them and conceptualize a movement for them. Select three only.

Function of Dance	Characteristics of Dance
<ul style="list-style-type: none"> - Form of popular entertainment - Social affirmation - means religious worship - serves as an occupation - serves as therapy 	<ul style="list-style-type: none"> - use of the Human body - extends through time - exists in force - accompanied by rhythm - serves to communicate

<i>Function</i>	<i>Characteristics</i>	<i>Movement</i>
<i>Example</i> <i>It serves as a means of education</i>	<i>Exist in Space</i>	<i>The dancer will move around as he encourages his students to answer by raising their hands</i>
1.		
2.		
3.		

Activity 9. Make a storyline of a dance presentation number of your section regarding a real-life situation of the people in your society. You have to consider the functions and characteristics of the dance. You also need to be particular with the movements you want to show. You may repeat the use of functions and characteristics of dance if necessary. If the space is not enough, you may use another paper.

(Title)

	Functions	Characteristics	Movement

Activity 10. With the story line that you have created, perform the movements and make it as if it is your video entry for your international dance challenge competition. Music for your performance is important. If you are ready to perform it in front of your family as your judge, you may do so. They will judge you according to the given criteria below. If you have gadget and connectivity you may send you teacher a copy of you dance video for other comments.

Mastery of Steps	: 20%
Execution and coordination	: 45%
Confidence	: 15%
Expression	: 10%
Over-all performance	: <u>10%</u>
Total	100%

Name of Student : _____

Year and Section : _____

Date of Performance : _____

Name of Rater : _____

Criteria	Percentage	Score
Mastery of Steps	20%	
Execution & coordination	45%	
Confidence	15%	
Expression	10%	

Over-all performance	10%	
Total		Signature:

Activity 11. Write your self-assessment.

Strength	Weaknesses

Activity 12. Tiktok Dance Challenge. If you have an access to the internet look for a video of the following genre and follow the best part of that video. Maximum minute of the video is only 1. Record your performance and send it to your teacher. If you don't have accessibility, you have to do activity number 2.

Genre	Platform & link	Title & Movement description	Date Submitted
Ballet/ contemporary			
Hip-hop			
Folk dance			

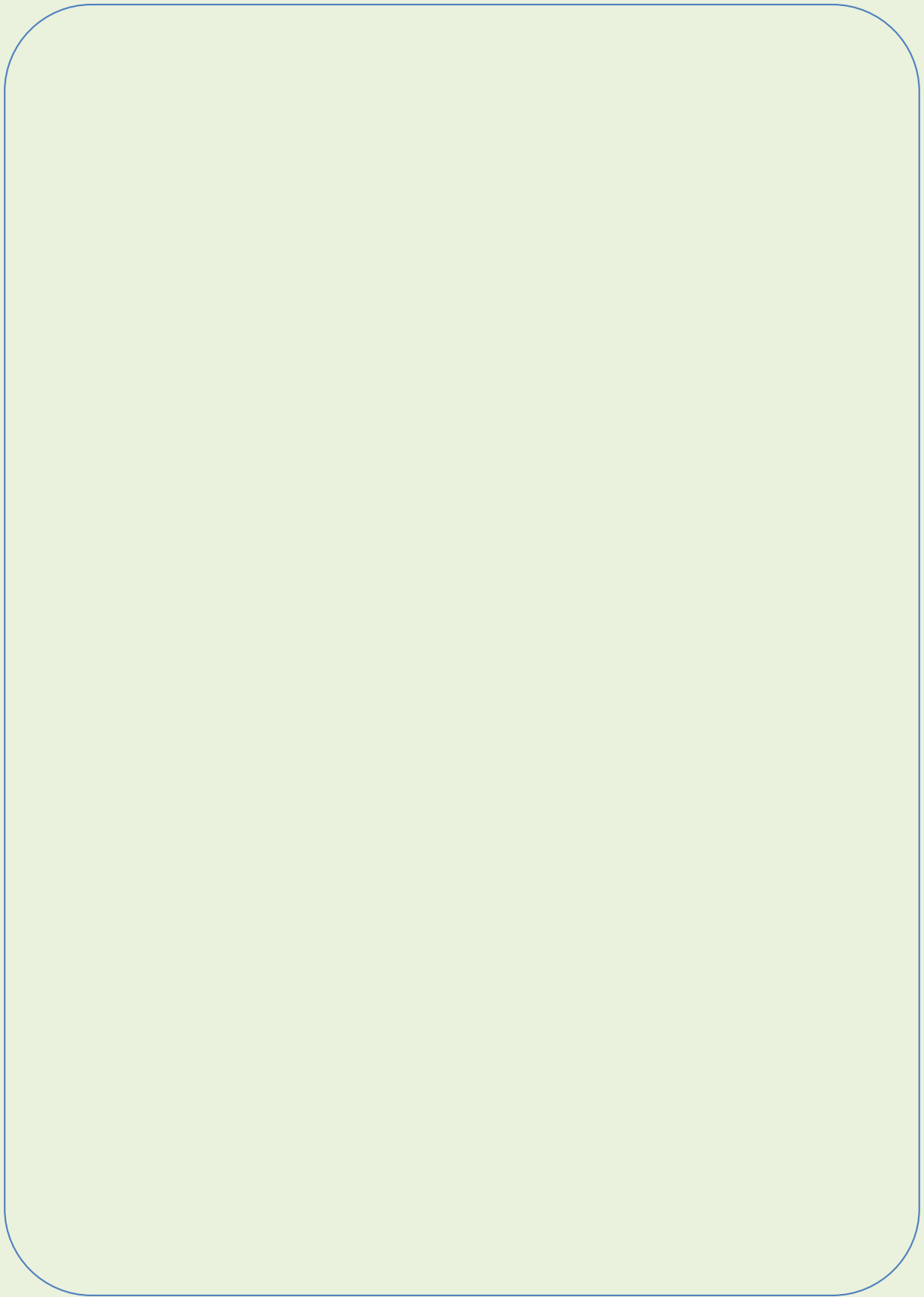
Reflection on the activity:

Activity 13. Watch a dance number or dance presentation in TV and fill-in the data needed below. You are allowed to include the same genre but should be different in the date and time as well as the TV program.

Date & time	Channel/ TV Program	Dance genre	Dance movement analysis

Over-all dance performance observation

NOTES TO THE USER

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References

1. SANAYGURO Workshop Manual, 2014 National Training for SPA Teachers, UP Los Banos, Laguna, October, 25-28, 2014
2. NCCA Web – Based Source
3. MELCS for Special Program in the Arts
4. SANAYGURO Training Manual

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8. SANAYGURO Training Manual

APPENDICES