**8-COUNT**

(noun)

**A segment of a song that lasts for 8 counts. Most songs are made up of many 8-counts strung together.**

The class danced freestyle for six **8-counts**.

**ACTION**

(noun)

**One of the five elements of dance; makes up the actual movements that are performed  
during a dance.**

Iris demonstrated a variety of **actions** as she dabbed, punched, clapped and lept through the room to the music.

**ACTIVELY ENGAGE**

(verb)

**To participate in an activity while showing genuine interest and a desire for excellence.**

Caroline **actively engages** in physical education class because she wants to learn

more dance routines.

**BACKWARD**

(adverb)

**Moving toward the back or in reverse.**

The dance required the group to take

two steps **backward**.

**BALANCE**

(noun)

**An even distribution of weight that allows someone or something to stay**

**upright and steady.**

Frank maintained his **balance** while propelling himself through open space.

**BASE OF SUPPORT**

(noun)

**The area beneath a person that includes all points of contact the person makes with the supporting surface.**

Jessica stood with her feet apart in order to maintain a wide **base of support**.

**BEAT**

(noun)

**The regular, rhythmic aspect of music that can be counted and felt in order to coordinate movement. Also, one of the single moments of emphasis in the music that, together, make up the overall beat.**

Anne moved side to side with the song’s **beat** as she danced.

**BEND**

(verb)

**To move a body part into a curve or angle**.

Kendra will **bend** her knees when she hears

the song cue.

**BODY**

(noun)

**One of the five elements of dance; what we move when we dance.**

By moving parts of their **bodies** to the music, the students started to create choreography  
 for a dance.

**BODY CONTROL**

(noun)

**The ability to start, stop, and continue physical movements while safely maintaining balance**

**and form.**

Navaeh danced faster and faster and suddenly stopped with the music, showing fantastic **body control** as she took a bow.

**BODY ORIENTATION**

(noun)

**The alignment of a person’s body within space or in relation to an object.**

Rashid showed great **body orientation** with perfect posture and position next to his dance partner.

**CALL**

(noun)

**A specific instruction to be performed immediately within a dance.**

The teacher spoke the **calls** of the dance so the class would know which movements to perform.

**CALLER**

(noun)

**A person who speaks specific instructions during a dance in order to provide guidance   
to the dancers.**

Bobby did a great job of being the **caller** for the dance because he had the choreography memorized perfectly.

**CHALLENGING**

(adjective)

**Difficult in a way that tests one’s abilities  
and knowledge.**

Learning new choreography and memorizing it takes practice because it is **challenging**.

**CHOREOGRAPHY**

(noun)

**The set and sequence of movements that make up a dance when they are performed.**

Tasfia remembered all the **choreography** and performed the dance perfectly.

**CLOCKWISE**

(adverb)

**Movement in the same direction as the way the hands of a clock move around.**

The class walked **clockwise** with a partner during the square dance.

**COLLABORATION**

(noun)

**The act or process of working together**

**with others.**

Because of their great **collaboration**, Darius and Francis came up with awesome choreography.

**COMBINATION**

(noun)

**The result of bringing two or more things together to create a sequence or a set.**

Shanae and Darcy created a new **combination** of dance choreography for their dance project.

**COUNTER-CLOCKWISE**

(adverb)

**Movement in the opposite direction as the way the hands of a clock move around.**

The class walked **counter-clockwise** with a partner during the square dance.

**CREATIVITY**

(noun)

**The ability to generate, evaluate, and refine ideas, alternatives, or possibilities (both incremental and radical) in order to improve personal and/or community quality of life.**

**Creativity** helps us create fun and unique dances that everyone will enjoy.

**CUE**

(noun)

**A word, phrase, or other signal that tells someone that they should do something specific, especially in dance.**

Jacklyn listened for the teacher’s **cues** so that she would know when to perform the next part   
of the dance.

**CULTURE**

(noun)

**The behaviors, customs, arts, and beliefs that are characteristic of a particular social, ethnic, or age group.**

We learned about the **culture** of other countries as we learned dances from around the world.

**DANCE**

(verb)

**To perform a series of movements that match the tempo and rhythm of a piece of music.**

Deedi loves to **dance** because moving to music makes her feel happy and creative.

**DIRECTION**

(noun)

**The course along which something moves.**

This dance moves in a clockwise **direction**.

**DO-SI-DO**

(noun)

**A movement used in many traditional line dances that involves two facing partners who step forward, sideways, and backward in order to move around one another.**

Manny couldn’t help but smile every time the teacher told them to **Do-Si-Do**.

**ENCOURAGEMENT**

(noun)

**Support, confidence, or hope offered by someone or some event.**

Paul offered his friends **encouragement** by telling them how much their skills had improved during their practice.

**ENERGY**

(noun)

**One of the five elements of dance; describes how we move when we dance.**

The **energy** of Robert and Paula’s dance changed from controled, smooth movements to vigorous, free movements as the mood of the song changed and the tempo increased.

**ENJOYMENT**

(noun)

**A positive feeling caused by doing or experienceing something you like.**

Kecia felt **enjoyment** in physical education because she was able to dance with her friends.

**EXPRESS**

(verb)

**To convey a thought or feeling in words or by gestures and conduct.**

Felicia **expressed** her emotions in the choreography of her dance.

**FOLLOWER**

(noun)

**The person who responds to guidance signals from a leader.**

Norah didn’t have all of the choreography memorized yet, so she was happy to be a **follower**.

**FORWARD**

(adverb)

**Moving toward the front.**

Glen ran **forward** to the wall in front of him as fast as he could.

**FOUR-WALL DANCE**

(noun)

**A type of group dance in which a similar set of movements is repeated throughout the song, and after each set, the dancers perform a quarter-turn to face the next wall.**

Patience really likes **four-wall dances** because she gets to watch the classmates all around her perform the dance.

**GALLOP**

(verb)

**To perform a sliding movement in a**

**forward direction.**

During physical education, students were asked to **gallop** from one end of the gym to the other.

**GENERAL SPACE**

(noun)

**The area within a boundary in which a person can move using different types of locomotion.**

In physical education class, we share **general space** so that everyone can move within the

activity boundaries.

**GRAPEVINE**

(noun)

**A dance/training step that repeats in order to move the dancer/athlete to the left or right (step side, cross in front, step side, cross in back).**

Shantae thinks the **grapevine** is a fun way to move from side to side.

**GROWTH MINDSET**

(noun)

**Defined by psychologist Carol Dweck as a belief that abilities can be developed through dedication and hard work; raw talent and common knowledge are just starting points.**

Ellie has a **growth mindset**. She understands that making mistakes when she practices will help her learn correct form and technique as long as she tries her hardest.

**HIGH**

(adjective or adverb)

**At a level that is greater than normal.**

Standing up on the balls of their feet, with arms extended, the dancers rose **high** to accent

their choreography.

**HOP**

(verb)

**To perform a locomotor movement in which the performer takes off of one foot and lands on the same foot.**

Sandy **hopped** gracefully while performing

her dance.

**JOG**

(verb)

**To run at a steady, gentle pace.**

Melissa **jogged** around the block four times a week as a form of physical activity.

**JUMP**

(verb)

**To push off of a surface and into the air using the power in your legs and feet.**

The dancers **jumped** up and down to the beat of the song.

**LEADER**

(noun)

**The person who guides and initiates   
transition in dance.**

Jennie was proud to be the dance’s **leader** because she had worked hard to learn the choreography.

**LEAP**

(verb)

**To perform a locomotor skill in which you take off of one foot and land on the opposite foot.**

When hiking, Olivia **leaped** over a puddle that was obstructing the trail.

**LEVEL**

(noun)

**Position of the body or its parts in relation to the floor, a person, or a piece of equipment.**

Sophia knew that the three **levels** include low, medium, and high.

**LIFETIME ACTIVITY**

(noun)

**An activity, exercise, or sport one can enjoy throughout their lifetime, from childhood   
to old age.**

Dancing is Maria’s favorite **lifetime activity**.

**LINE DANCE**

(noun)

**A type of group dance in which dancers form two lines, with sets of partners standing in opposite lines so they are facing one another.**

The Cupid Shuffle was everyone’s favorite  
 **line dance**.

**LOCOMOTOR**

(adjective)

**A type of movement used to get from   
place to place.**

Dane and Dory lept, galloped, and glided through the open space, demonstrating several  
 **locomotor** skills.

**LOW**

(adjective or adverb)

**At a level that is less or further to the ground than normal.**

In order to move under the rope, Jamel had to crawl **low** to the ground.

**LYRIC**

(noun)

**A set of prescribed words in a song.**

Victor sang along with the **lyrics** of the Cupid Shuffle as he danced.

**MARCH**

(verb)

**To walk in a regular, measured tread.**

The class **marched** perfectly to the beat and tempo of the music.

**MIRROR**

(verb)

**To match or imitate the movement of another person or object.**

Faith **mirrored** Katrina’s movements perfectly while they practiced their dance routine.

**NON-LOCOMOTOR (AXIAL) SKILLS**

(noun)

**Movements that occur in body parts or the whole body, but do not cause the body to travel to another space.**

Chinazo and Helen stay connected to the floor as they performed **non-locomotor skills** such as turning, swaying, and bending.

**NONVERBAL COMMUNICATION**

(noun)

**A transfer of information without the use of spoken language; rather, with the use of elements such as facial expressions, hand gestures, posture, etc.**

The team used **nonverbal communication** in the noisy stadium to ensure that everyone ran the same play.

**OPEN SPACE**

(noun)

**An area of general space with no obstacles where people or objects can move freely.**

TJ was careful to watch out for his classmates in order to move safely in **open space**.

**OVER**

(preposition)

**Directly above something.**

Ben held his hand **over** his head because he wanted to answer a discussion question.

**PARTNER**

(noun)

**A person who dances with or plays on the same team as another person**.

Ben performed a Do-Si-Do with his **partner** during the line dance.

**PATHWAY**

(noun)

**A course or track along which a body or object moves as it travels through general space.**

Anthony demonstrated moving in different **pathways** by walking first in a zigzag, then in a curve, then straight across the room.

**PATTERN**

(noun)

**A set of movements or actions that occurs in a predicable and often repeating manner.**

In music, **patterns** are called rhythms.

**PERSONAL RESPONSIBILITY**

(noun)

**A commitment to act in a way that shows respect for the self and others while being accountable for honoring commitments**

**and duties.**

Maddie takes **personal responsibility** in class by using equipment the right way and always working hard to improve her skills.

**PERSONAL SPACE**

(noun)

**The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.**

It’s important to respect everyone’s **personal space** in physical education class so that we can all learn without feeling uncomfortable.

**POLYNESIAN**

(adjective)

**A native or inhabitant of Polynesia, or a person of Polynesian descent, including those who are Maori, Hawaiian, or Samoan.**

The **Polynesian** dance company performed a traditional culture dance for heritage day.

**POSITIVE LANGUAGE**

(noun)

**Words and thoughts communicated with a focus on the good qualities of a person, place,  
 or situation.**

**Positive language** helps teammates and opponents all feel respected.

**PRACTICE**

(verb)

**To perform an activity or exercise repeatedly and/or regularly in order to improve or   
maintain skill.**

Kurt knew that he had to **practice** his choreography in order to keep getting better.

**QUARTER-TURN**

(noun)

**The act of turning the body one quarter of the way around in a circle; turning directly to one’s left or right.**

After we finish the set of movements that make up the line dance, we perform a **quarter-turn** and then repeat.

**RELATIONSHIP**

(noun)

**The way that two or more concepts, objects, or people are connected.**

In physical education class, we learn about the movement **relationship** between people  
 and objects.

**ROCK**

(verb)

**To move from one direction to another in a smooth and steady pattern.**

I like to **rock** my body back and forth when a song has slow tempo.

**RUN**

(verb)

**To transfer weight from one foot to the other with a momentary loss of contact with the floor or ground by both feet; similar to walking but with a longer stride.**

Janine loves to **run** because it makes her feel free and happy.

**SEQUENCE**

(noun)

**A set of related events, movements, or things that follow each other in a particular order.**

If you can remember to perform the right movements in the right **sequence**, you will know the dance perfectly.

**SIDE-STEP**

(noun)

**A movement in which a person uses their right foot to step directly to the right or their left foot to step directly to the left.**

Richie performed a **side-step** to the right.

**SKIP**

(verb)

**To perform a step-hop combination executed in an uneven rhythm, alternating the lead foot.**

**Skipping** is like jogging, except you hop after you take every step.

**SLIDE**

(verb)

**To move sideways with one foot leading in the direction of the movement and the other foot following in a step-together pattern.**

**Feet do not cross.**

**Sliding** to the right and left was Jeff’s favorite part of the Cha Cha Slide.

**SOCIAL INTERACTION**

(noun)

**The way that people relate and respond to each other when in pairs or groups**.

The **social interaction** of the class while they learned the dance was very positive because the students gave one another a lot of encouragement.

**SONG CUES**

(noun)

**Words, sounds, or parts of a song that give a dancer a prompt to perform**

**a specific movement.**

Sarah listened to the **song cues** so she knew when to change her dance actions.

**SPACE**

(noun)

**An area with height, depth, and width within which all things exist and move.**

The group of students move in different pathways throughout **space** to the rhythm of the song.

**SPACE**

(noun)

**One of the five elements of dance; where we move as we dance.**

The dancers started their choreography in their own personal **space**, but quickly began move through the general space of the room as they danced.

**SPEED**

(noun)

**The ability to propel the body or a part of the body rapidly from one point to another.**

Ralph’s **speed** was incredible. Sara was the only student in the entire school who could keep   
up with him.

SWING

(verb)

**To move or cause something to move back and forth or side to side while suspened on an axis.**

Stephanie **swung** her arms back and forth to demonstrate a non-locomotor movement.

Tempo

(noun)

**Pace. The speed at which a passage of music is or should be played.**

The **tempo** of the music was too fast, so it was hard for the students to keep up with the dance moves.

**THE ELEMENTS OF DANCE**

(noun)

**Foundational conceptss and vocabulary of movement organized to help better teach, learn and understand dance as an artistic practice. These elements create the acronym B.E.A.T.S. Body, Energy, Action, Time, Space.**

The **elements of dance** include Body, Energy, Action, Space, and Time.

**TIME**

(noun)

**The duration of an event or period. One of the five elements of dance; guides us to know when to move.**

Maria moved in **time** with the music throughout

her dance.

**Transfer of Weight**

(noun)

**A change in the center of gravity beyond its base of support in order to create movement or generate force.**

Kristen performed a **transfer of weight** when she did a cartwheel.

**TURN**

(verb)

**To rotate the body or another object.**

Abby started out facing one direction, but then she did a **turn** to face the other direction.

**UPPER BODY**

(noun)

**Body above the waist.**

Vera kept her **upper body** still as she marched around the room.

**WALK**

(verb)

**A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.**

Mrs. Parker expects the students in her class to **walk** when they are in the hallway.

**ZIGZAG**

(noun)

**A pathway with a series of sharp right and**

**left turns.**

In order to avoid other players, Maggie moved in a **zigzag** across the court.