Aesthetic Scanning prompts you to revisit the chapter-opening photo and engage in aesthetic or visual scanning. You look at the scene as if you were a person represented in the photo. If your gender is not represented in the picture, you can imagine you are looking at the scene from the point of view of a dancer, choreographer, or another personality who supported dance. Then identify whose perspective you represent when you write your response. After this activity, you will choose one of several questions or situations and write a paragraph to share in class or as a journal entry.

Describing Dancers or Other Personalities

Select one of these personality types from the chapter or another source of information about the dance. The description should offer insight into the causes and effects of history, society, technology, and the arts, presented as a story of dance. As you write your summary, reflect on the themes presented in the chapter, and consider the relationship between the dance and the music from the same period. You will send back to the fore important elements from the following: dance works, signature works, important roles in dance, and the influence of the dance on other arts at the same time. The nature of paper, or create a summary of what you learned about the dancer or personality you have selected from the following:

1. Write a one-page summary of what you learned about the dancer or personality you have selected from the chapter or another source.
2. Choose one of the following tasks to share your resources and the time period selected.
3. Re-create your dance reconstruction experience, do the following:
   a. Select one of the following projects: Dramatic, Ethno-music, Eco, or one of more dances alive from explorations of the dance. Then identify whose perspective you represent when you write your response. After this activity, you will choose one of several questions or situations and write a paragraph to share in class or as a journal entry.
   b. Create a one-page summary of what you learned about the dancer or personality you have selected from the chapter or another source.
   c. Re-create a dance of the period. 
   d. Compare and contrast aesthetic elements from the following: visual art, visual art, and dance works, signature works, important roles in dance, and the influence of the dance on other arts at the same time. The nature of paper, or create a summary of what you learned about the dancer or personality you have selected from the chapter or another source.

Creating Comparative Time

Lines offers insight into the causes and effects of history, society, technology, and the arts, presented as a story of dance. As you write your summary, reflect on the themes presented in the chapter, and consider the relationship between the dance and the music from the same period. You will send back to the fore important elements from the following: dance works, signature works, important roles in dance, and the influence of the dance on other arts at the same time. The nature of paper, or create a summary of what you learned about the dancer or personality you have selected from the chapter or another source.

Describe Dancers or Other Personalities

Select one of these personality types from the chapter or another source of information about the dance. The description should offer insight into the causes and effects of history, society, technology, and the arts, presented as a story of dance. As you write your summary, reflect on the themes presented in the chapter, and consider the relationship between the dance and the music from the same period. You will send back to the fore important elements from the following: dance works, signature works, important roles in dance, and the influence of the dance on other arts at the same time. The nature of paper, or create a summary of what you learned about the dancer or personality you have selected from the chapter or another source.

Re-creating a Dance of the Period

Re-creating a dance brings one or more dances alive from explorations of written sources, historical or current notation, and video or internet resources. The extent of the re-creation will depend on the project parameters. You will send back to the fore important elements from the following: dance works, signature works, important roles in dance, and the influence of the dance on other arts at the same time. The nature of paper, or create a summary of what you learned about the dancer or personality you have selected from the chapter or another source.
**Write a Performance Report** asks you to view and then analyze a significant dance work.

**Integrating Dance With Other Arts** from a period is stressed in other learning activities. However, this activity focuses on gaining an in-depth understanding of how dance and the arts of the times interrelated.

**Vocabulary** is a list of chapter terms (including people, dances, significant dance works, and art movements or styles) you should be familiar with. Ideally you should complete the vocabulary terms immediately after reading the chapter; doing so will help you identify what you know and which areas require further study. The information you compile for these vocabulary terms provides a good starting point when studying for a test.