

LEARNING RESOURCE

SPA - DISCIPLINE

DANCE ARTS



DANCES OF THE WORLD

**NATURE, CHARACTERISTICS AND HISTORICAL BACKGROUND
AND/OR BASIC DANCE STEPS OF THE SELECTED FOREIGN
DANCES**

**COMPARISON OF CHARACTERISTICS OF FOREIGN
FOLKDANCE TO PHILIPPINE FOLKDANCE**

LEARNING RESOURCE for SPA-DISCIPLINE

DANCE ARTS QUARTER 1

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Development Team of the Learning Resource

Writers: Dr. Corazon Odan Agustin **Editors:**

Reviewers:

Illustrator:

Layout Artist: Jandy S. Danzalan

Management Team: Marichu Tellano and Henrietta Kangleon (NCCA), Tanya P. Lopez (PerfLab)

For inquiries or feedback, please write or call:

NATIONAL COMMISSION FOR CULTURE AND THE ARTS

633 General Luna Street, Intramuros, Manila

E-mail: info@ncca.gov.ph

Trunkline: (02) 85272192 8527-2202 8527-2210 8527-2195 to 97 8527-2217 to 18

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

As we will embark to our new lesson this year with this learning resource I would like you to set aside all your undertakings and focus as a dance major student for you to be able to follow all the directions in every given activity.

Nature, Characteristics and historical background and/or basic dance steps activities of the selected foreign dances are being provided to dance major students for them to be guided with the new lesson. This learning resource will help the learners to hone his skill in interpreting dance literature of foreign folk dances. At the same time, this will also provide an avenue for the learners and his family to bond and establish camaraderie among its members.

You will also deal on the comparison of characteristics of foreign folkdance to Philippine Folkdance are being prepared in this learning resource to provide a critical thinking skills to the SPA dance major students. This will also develop in them in the sense of appreciation on the importance of learning the different foreign dances in relation to Philippine folkdance. As well as developing in them the love of arts and culture both of the foreign dances and Philippine folkdance.

As a grade 9 student, it is presume that you are already equip with a prior knowledge on folk dances specifically of the Philippines since this was already part of your lessons during your grade 8 days.

At the end of this learning resource the learners are expected to:

- a.) determine the nature, characteristics and historical background and/or basic steps of the selected foreign dances and make a comparison of the characteristics of Foreign dances to Philippine folkdance.
- b.) value the importance of learning the different folk dances, savvy the importance of arts and culture through the characteristics of foreign folkdances, and
- c.) actively perform all the activity design.

With enthusiasm let us start your journey in learning more of the activities design in to know the nature, characteristics and historical background and/or basic dance steps. I hope that you will enjoy in answering the different activities provided in this learning resource.

CONTENT AND ACTIVITIES

Pre-Assessment:

Test I

Directions: Read carefully and encircle the correct answer.

1. This dance was originated in Southern Italy and derived from the Italian word tarantola, meaning “tarantula”. It is also known as the “dance of the spider”
a. Dutch Couple Dance b. La Cucaracha c. Tarantella d. Minuet
2. It is very popular in Mexico, and was performed especially widely during the Mexican Revolution. This Spanish folksong describes a cockroach who cannot walk.
a. Dutch Couple Dance b. La Cucaracha c. Tarantella d. Minuet
3. This type of dance associate with clog dancing in order to limit the dance moves. Historically, they dance wearing shoes as part of their Church going clothing.
a. Dutch Couple Dance b. Minuet c. Tarantella d. La Cucaracha
4. Facing front, cross your right foot in front of the left. Cross your left foot in front of the right. Step your right foot to the side. Step your left foot to the side. The woman will shake the tambourine in a clockwise circle in front of her body and repeat step. This basic step from the dance entitled.
a. Minuet b. Dutch Couple Dance c. La Cucaracha d. Tarantella
5. This dance known to be the favorite of French King Louis XIV and considered to be dignified and refined. It is conducted in triple meter.
a. Minuet b. Dutch Couple Dance c. Tarantella d. La Cucaracha

Test II

Philippine Folkdance or Foreign Folkdance

Direction: Read carefully the following sentences. Write **PF** on the space provided if the statement describes the characteristics of Philippine Folkdance and write **FF** if it is a Foreign Folkdances.

- _____ 1. War dance are found in Non- Christian tribes.
- _____ 2. The dances reflect the enjoyment they feel when they are doing dances.
- _____ 3. Most dances begin and end with Saludo.
- _____ 4. It shows tradition of American in their daily life.
- _____ 5. In general, dancers stand apart.

-Folkdances are culture in-action. We need to study and learn folk dances because it is the way of preserving our culture and a way of passing the tradition from one generation to another. Many people enjoy learning basic steps in folk dance in order to participate in either a social or religious tradition, or sometimes just to get some exercise. In this next activity, you will encounter different basic steps used in Philippine folk dancing.

Activity 1: PICK ME!

In this part of the learning resource, you will read and analyze the following statements on Philippine Folk Dances.

Identification: Choose your answer inside the box and write it on the space provided.

Arms in Lateral Position	Salok	1 st position	
2 nd position	kumintang	hayon-hayon	bilao
Time signature	5 th position	Jaleo	Folkdance
Gallop	Bleking	Changing Step	Locomotor

_____ 1. Heels close together, toes apart with an angle of about 45 degrees. Both arms raised in a circle in front of chest with the finger tips.

_____ 2. A position wherein both arms are at one side, either left or right shoulder, chest or waist.

_____ 3. Hand movements from the waist going clock or counter clockwise while dancing.

_____ 4. To swing the arm downward- upward passing in front of the body as if scooping, the trunk is bent forward following the movement of the arm.

_____ 5. To place one forearm in front and the other at the back of the waist.

_____ 6. Open arms sideward, raised below shoulder level with a graceful curve and bring feet apart sideward.

_____ 7. Raise both arms overhead in a graceful curve, bring the heel of one foot to touch the toe of the other.

_____ 8. It is a dance developed by people that reflect the life of the people of a certain country or region.

_____ 9. A musical notation for the way notes are arranged into measures.

_____ 10. To turn hands up and down alternately, hands at waist level in front, elbows close to waist.

- Foreign Dances Defined
 - It depicts from the cultures of various countries their political, economic, social, intellectual, geographical and religious nature of society.

What is the difference?

➡ Foreign folkdance executes the styling and mannerism inherent in the dance of other countries as it is to be able to dance steps and pattern sequence. It tells us much about a country and its people, it relates tradition, ideas, superstitions, and events of daily living of countries all over the world and the body movement is used to express ideas or a theme. Some portrays, feelings, moods, and religious rites; other depicts occupation, social activities, and imitation of nature. A wonderful display of national or ethnic cultures.

➡ Philippine Folkdance have simple basic rhythm dominates to folkdance and establishes the pattern of movement. Most dances are begin and end with “Saludo”, and action in the life of folk, dances are done by pairs/ couples or even group with its expressive behavior based on its culture and tradition. A variation of costumes that represents each tribe, rituals, and the nationality as a Filipino. Philippine folkdance is enriching with diverse dances used by upbeat music and tempo that depicts to the story of nature, occupation, culture, and rituals.

Let's explore Philippine Folk Dances!

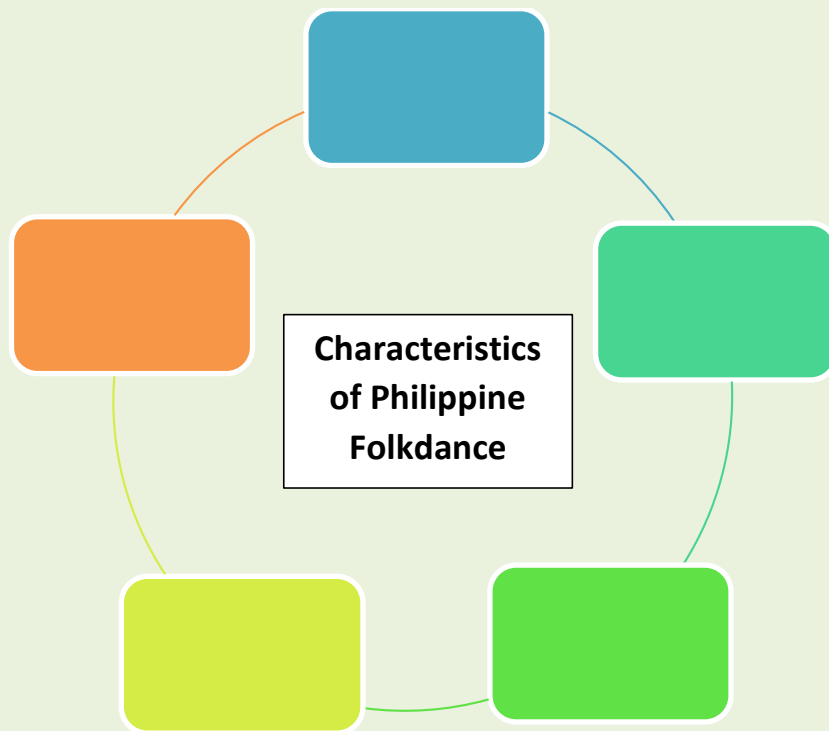
-Philippine dance has become known and appreciated by heads of state, the rich and famous and even the masses. Culturally speaking, the dance of ancient times reflected the heart and soul of humanity. It has extensive variety of dances where not only in movements and steps, but also in costuming, music, spirit, purpose and character emerging from the people's idiosyncrasies, temperament and inherent traits.

-Changing social mores are similarly reflected in the range of expressions found in Filipino dance from fire and frenzy to modesty and grace, to bold, spontaneous, creative movement. Most styles of Filipino dance can still be seen in nearly pristine form in the far-flung mountain regions and island provinces.

-Courtship, festivals, hospitality, thanksgiving and war are just some subjects illustrated by our dances, which revolve around community life, and the most common place events as birth, marriage and harvest. These dances also share similar steps and movements.

Activity 2:

Direction: Give atleast six characteristics of Philippine Folkdance. Write your answer in the circle provided below using the words found in the Word Bank.



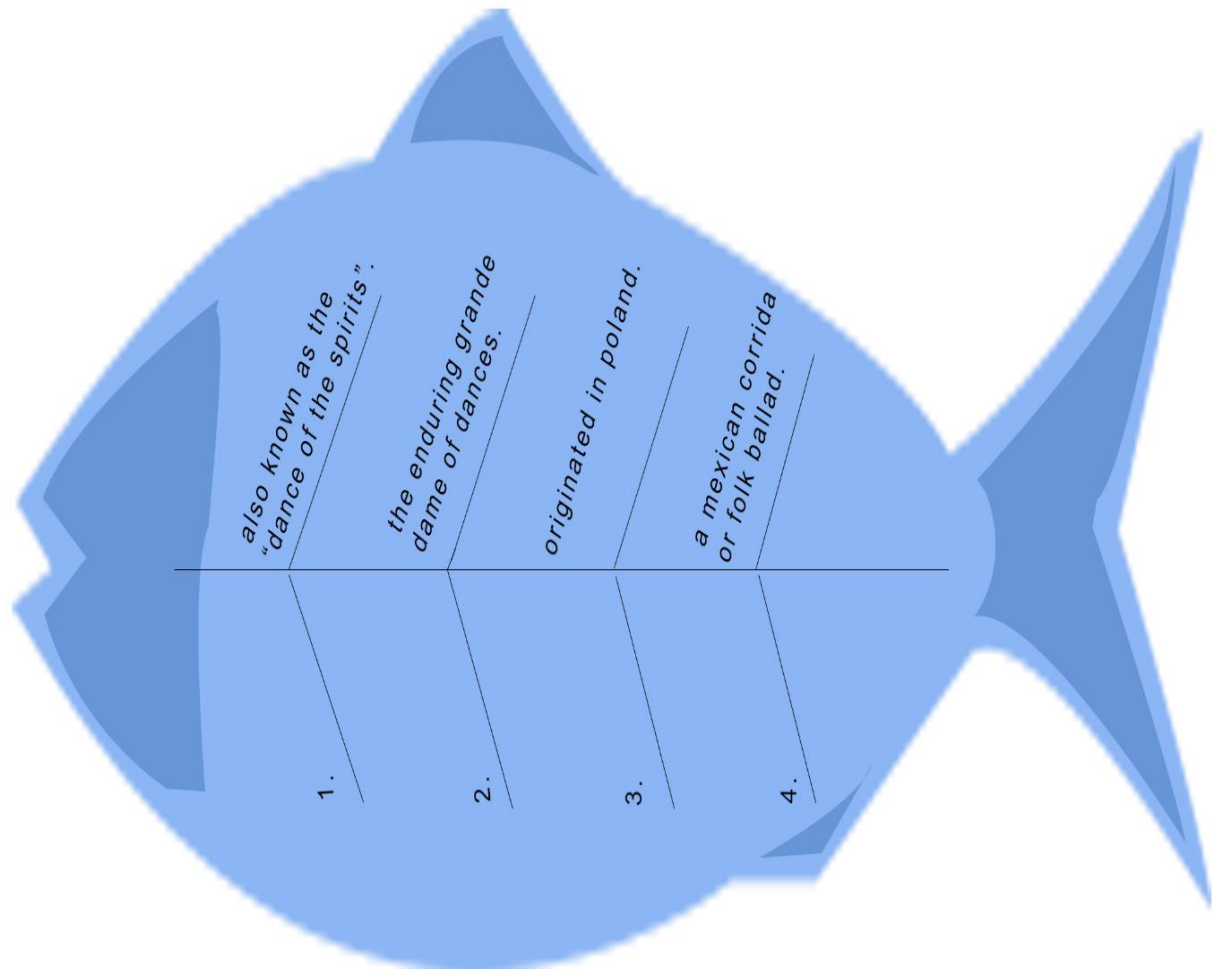
WORD BANK

- In general, dancers stand apart.
- Hand movements plays the important part.
- Most dances begin and end with Saludo
- War dances are found in Non- Christian tribe.
- It is traditional
- It Mimic animals
- It is an entertainment
- Reflect an enjoyment
- Dances are about lifestyle.

- Different Foreign Dance
 - There are numerous foreign dances around the world. Here are some foreign dances listed using Fish Bone Analysis.

Activity 2.1: FINDING NEMO!

Direction: Choose the correct foreign dances found in the box. Write it on the fish bone that corresponds its correct meaning.



Irish Lilt

Balse

La Cucaracha

Tarantella

Carinosa

Horra Arabi

Panderetas

Minuet

Cshebogar

Let's rock your knowledge!

After the undertaking activities, you will be able to know the different foreign folkdances and its basic steps, costumes and properties of the these following dances: Tarantella, Dutch Couple Dance, La Cucaracha and Minuet.



In the 15th to 17th century, a disease or form of hysteria that appeared in Italy known as “tarantism” and this is where the origin of tarantella is connected. This disease is associated with the bite of the tarantula spider; victims seemingly were cured by frenzied dancing. Moreover, it is ultimately derive from the name of the town of Taranto, Italy. Tarantella, couple folk dance of Italy characterized by light, quick steps and teasing, flirtatious behaviour between partners; women dancers frequently carry tambourines. The music is in lively 6/8 time. Tarantellas for two couples are also danced.

Basic steps:

Grab some tambourines. Tap on a small tambourine. Dancers will just need to pass the tambourine back and forth for certain moves.

Do a cross-step or shake the tambourine. Both partners begin facing in the same direction, next to one another. If you are dancing the woman's part, for this 8-count, shake your tambourine in a clockwise circle in time to the music. If you are dancing on man's part, cross right foot over your left for a count of 1-2, then your left foot over your right foot on 3-4. Step out with your right foot on 5-6. Step out with your left foot on 7-8.

Perform the “tarantella step”. Both partners do this next step identically. Place you hands on your hips. Kick your right foot low to the ground on 1. Place the ball of your right foot on the ground in front of your left foot on 2. Hop back onto your left foot on 3. Step your right foot back into its starting position on 4. Repeat this move starting with you left foot on 5-6-7-8. Repeat this sequence for 3 more 8-counts.

Do a tambourine triangle. Turn to face your partner. If you are the woman, tap your tambourine to your left shoulder, then left hip, then right hip on 1-2-3. Repeat for 4-5-6, and then tap your tambourine with your hand twice on 7-8. Meanwhile, the man stands with his hands on his hips, bouncing slightly in time to the music.

Perform a “do-si-do.” Now both partners perform 2 tarantella steps forward so that you pass one another. Then perform 2 tarantella steps backwards to return to your starting position. This back-and-forth is called a do-si-do. Repeat the tambourine triangle and do-si-do sequence once more.

Kneel or perform the tarantella step 4 times in place. If you are the man, kneel down on your right knee. Holding the tambourine in your left hand, tap it against your side to the beat for 1-2-3-4-5-6-7. On 8, tap it twice. Meanwhile, if you are the woman, perform 2 tarantella steps in place.

Remain kneeling or perform tarantella steps in a circle. For the next 16 counts, the man stays down on one knee while tapping the tambourine above his head. Meanwhile, the woman performs 4 tarantella steps, moving in a clockwise circle.

Perform rotating tarantella steps as a group. 2 sets of couples come together in a circle and extend their right arms toward the center so they are touching. This group performs 4 tarantella steps in unison, rotating all together in a clockwise circle. On the last tarantella step, everyone taps their tambourine (which is held in everyone's left hand).

Reverse the spin of the circle. All 4 dancers switch their tambourines to the right hand and turn so that their left arms are now extended into the center. Now the dancers perform 4 tarantella steps moving in unison and rotating the circle counterclockwise. On the last tarantella step of this sequence, everyone taps their tambourine. Repeat the entire dance from the top for the duration of the song.



A **minuet** is a social dance of French origin from around the 1600s for two people. A piece of music for such a dance or in its rhythm; a slow tempo which is about 70-95 beats per minute and stately dance in triple meter, popular in the 17th and 18th centuries. This classical dance minuet movement typically contains a main minuet, followed by trio, followed by a da capo repeat of the main minuet.

The minuet step is the dance step performed in the dance minuet. It "is composed of four plain straight Steps or Walks, and may be performed forwards, backward, sideways, or in a square. The steps are often referred to by direction to distinguish them. "A Movement, or Sink and Rise, being added to the first Step of the three belonging to the Minuet Step, produces a Bouree; and the like to the fourth and last a Half Coupee, which together compose what is commonly called the English Minuet Step"



Dutch Couple Dance was invented in 1935 in Holland, Netherlands and it uses clog shoes in dancing to limit the dance moves and it is part of their Church going clothing. During harvest feasts the farmers often did dance on clogs though, as the feasts followed the harvest, where they had been wearing clogs. Female dancers wear costumes which is a long white dress with different patterns and colours while male dancers wears green t-shirt with black pants.

Music Measure:

Divided into two parts: A and B, Count: One, Two, Three to a measure.

Basic dance steps:

- Dutch steps
- Three steps
- Mincing steps
- Waltz steps

Basic dance terms:

- * Steps
- * Free hands
- * Inside hands
- * Clap



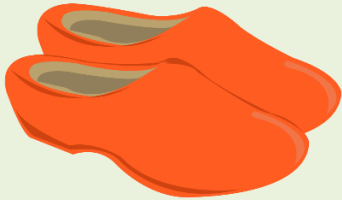
A dance/song **La Cucaracha** symbolize the Mexican revolution of 1910-1920, and especially Pancho Villa, the bandido/revolutionary general who eluded U.S. troops following a 1916 attack on an American border town, only to be assassinated in 1923. It is very popular in Latin America; a ballad about a cockroach that loses one of its legs, making it difficult for the roach to get around. The man wears a loose shirt covered by a vest and short jacket or (*bolero* in Spanish) and long, tightly fitted pants decorated sometimes with silver buttons. On his head, he has a huge sombrero and on his arm he carries his brightly colored serape. While woman wears an embroidered, white short-sleeved blouse with a full skirt of green and red but she uses white if there is an occasion. The skirt reaches down to the ankle, high-heeled slippers are worn. Over the blouse she may wear a long sash or scarf called a *roboza*.

Music: The music for this dance is divided into two parts: A and B with the counting of one, two, three to a measure.

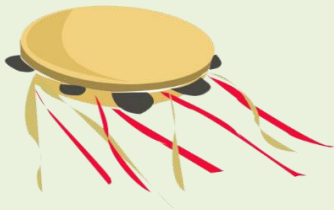
Formation: Couples are arranged informally around the room. The boy clasps his hands around his back, the girl holds her skirt gracefully at the side, or the participants may be arranged in any desired formation. Partners stand side by side, the girl is in the right of the boy.

Activity 3: Pictionary!

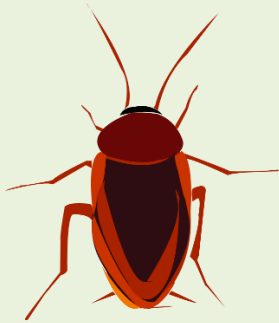
Directions: There are pictures below related to the nature and background of each selected foreign dances. Choose the correct statement from the arrow that corresponds to each picture. Write your answer beside the picture.



1.



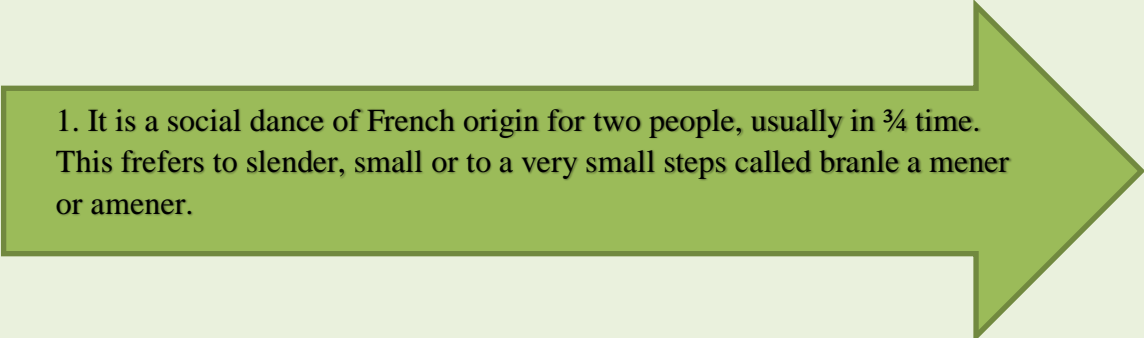
2.



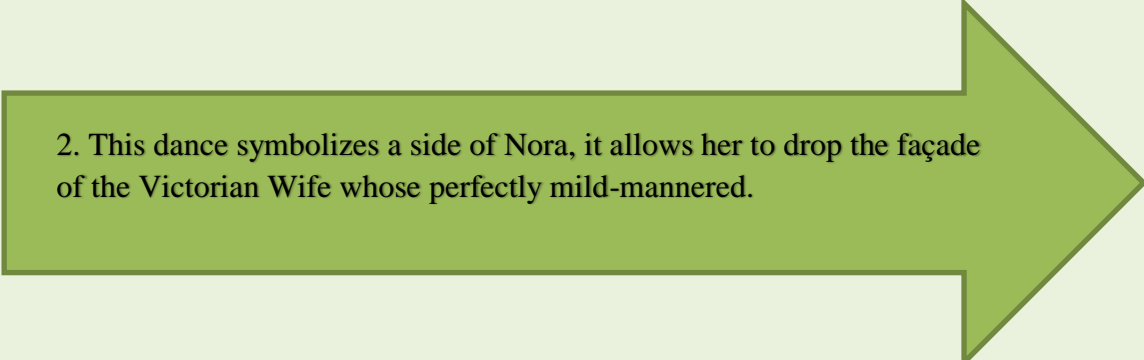
3.



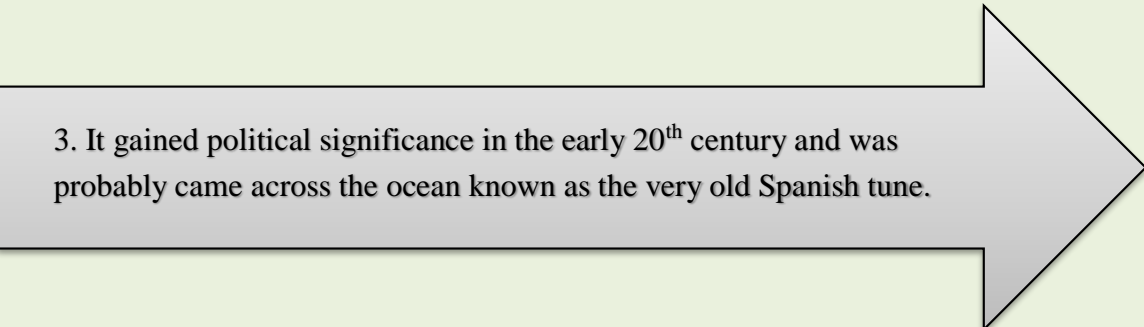
4.



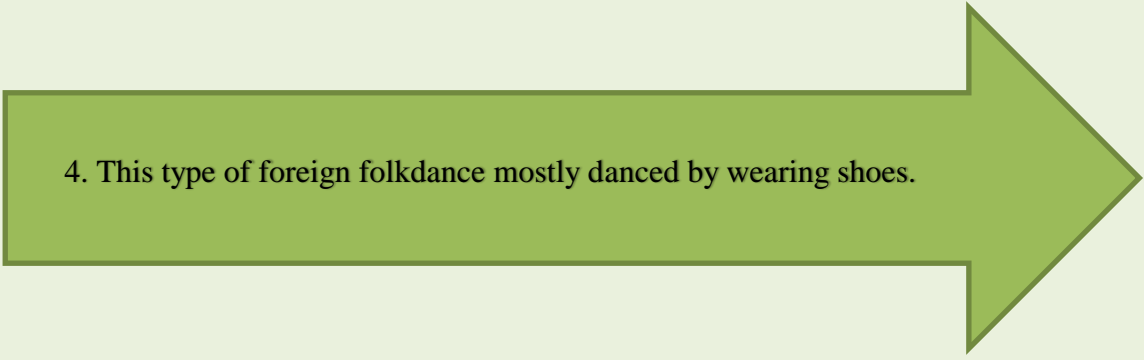
1. It is a social dance of French origin for two people, usually in $\frac{3}{4}$ time. This prefers to slender, small or to a very small steps called branle a mener or amener.



2. This dance symbolizes a side of Nora, it allows her to drop the façade of the Victorian Wife whose perfectly mild-mannered.



3. It gained political significance in the early 20th century and was probably came across the ocean known as the very old Spanish tune.

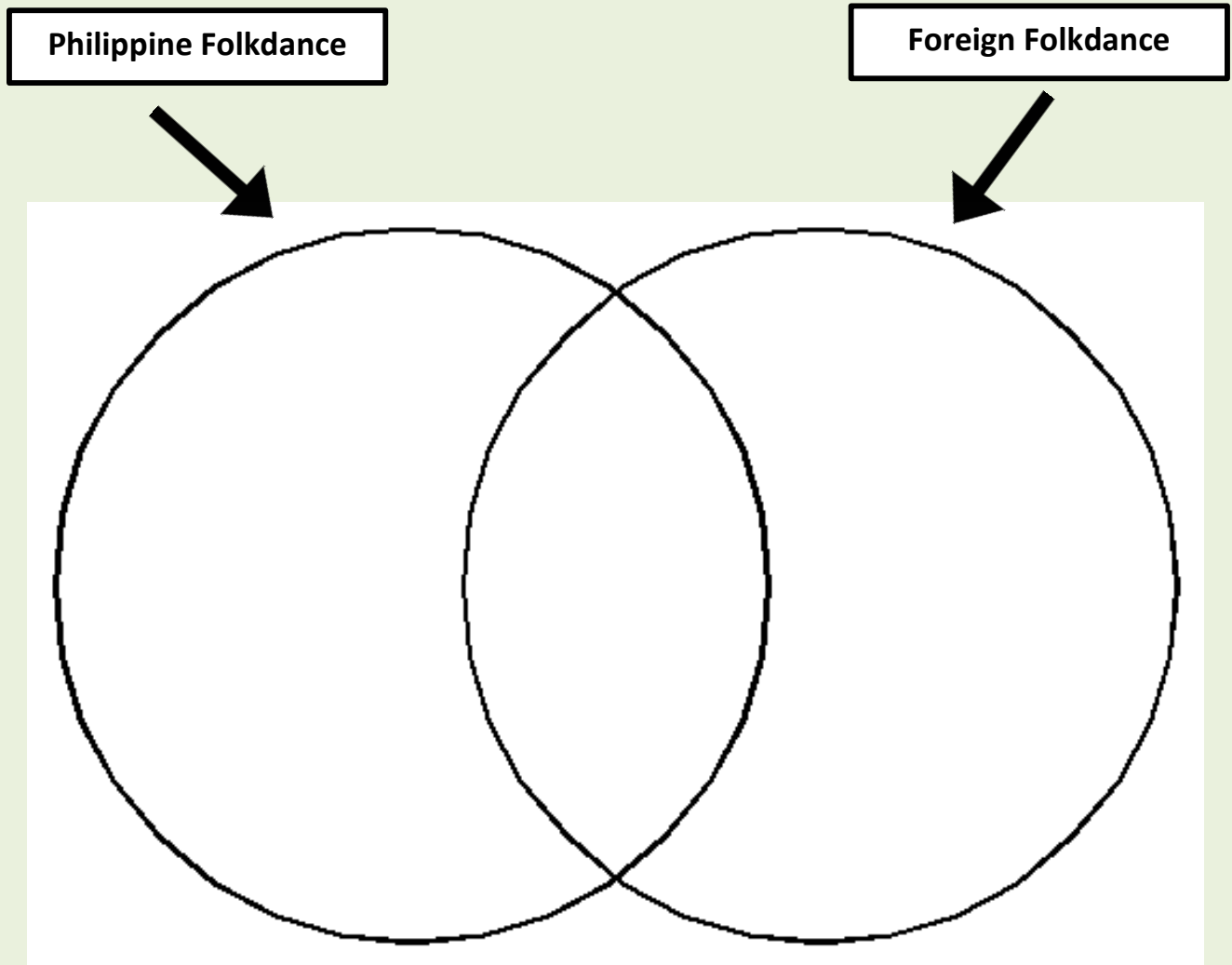


4. This type of foreign folkdance mostly danced by wearing shoes.

Now, that you know the differences between Philippine folk dances and Foreign folk dances, you can now easily give your thoughts and distinguish its characteristics.

Activity 3.1

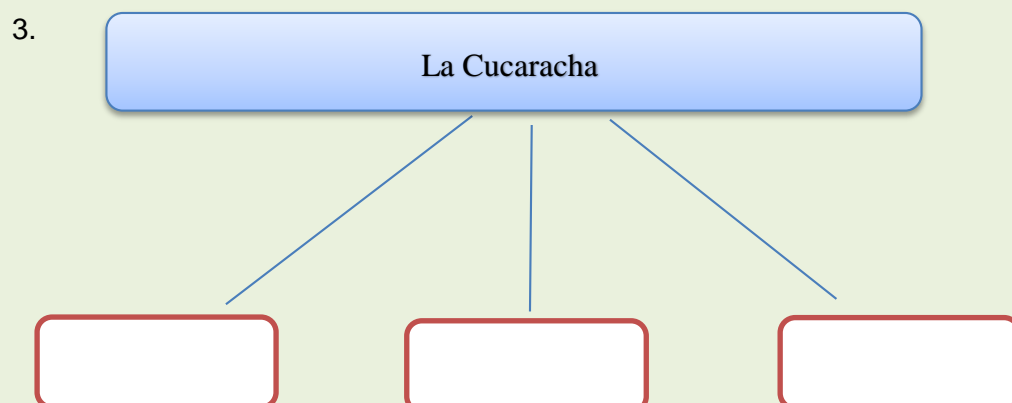
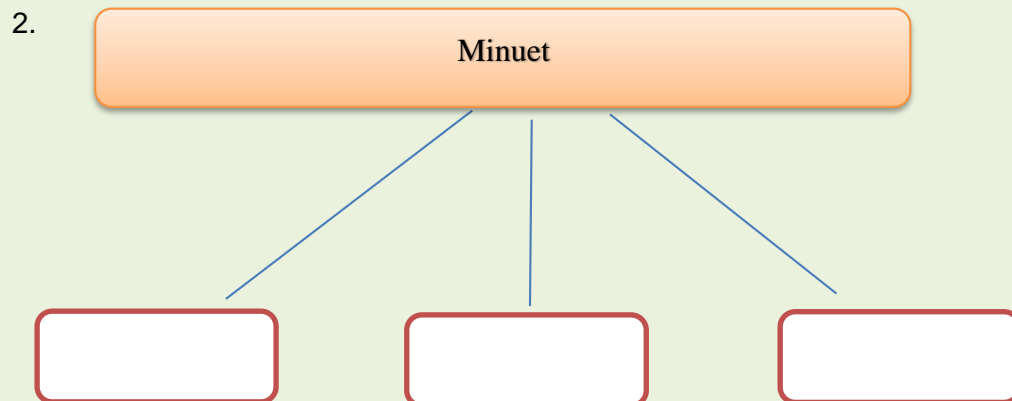
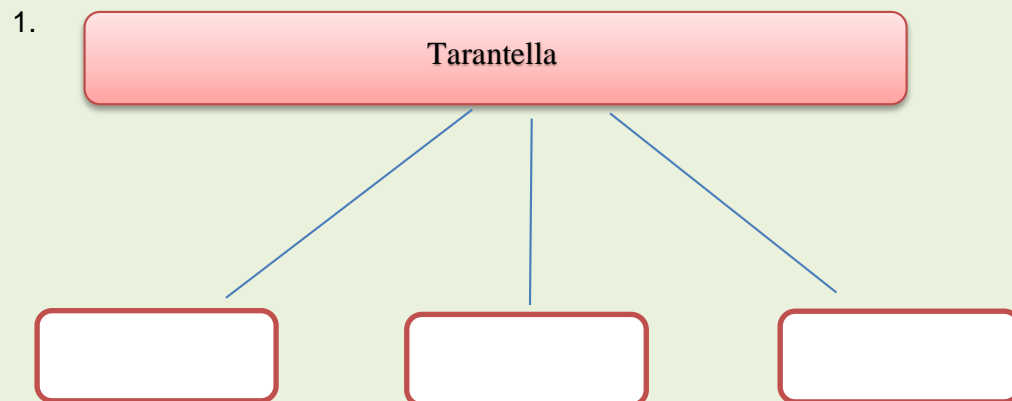
Direction: Using a **Venn Diagram** make a connection between the Philippine Folkdance and Foreign Folkdances in its characteristics. Identify which characteristics are shared between the Philippine Folkdance and Foreign Folkdances.



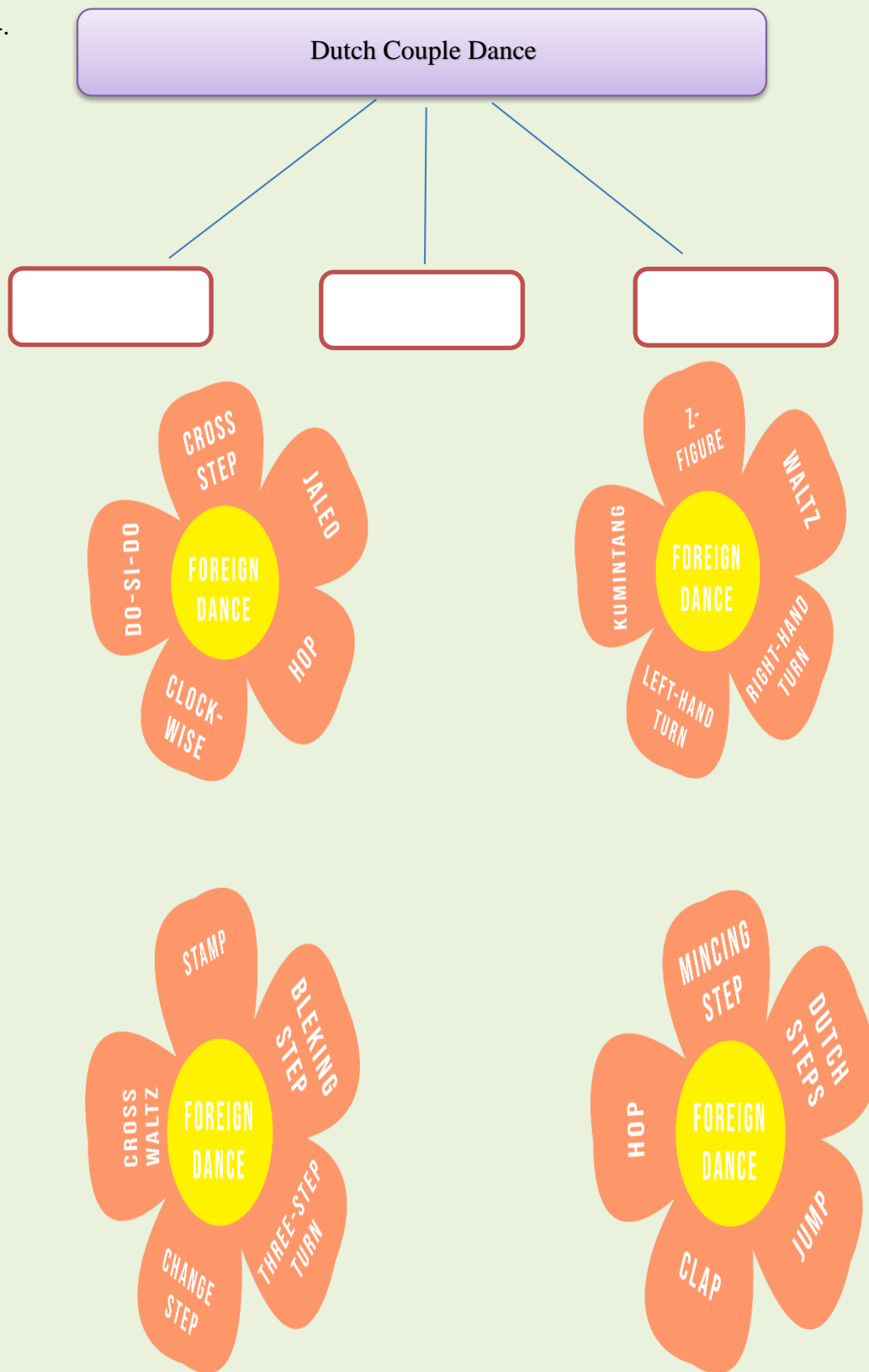
Activity 4: MY BELONGINGNESS!

In this part, it will help you recognize the basic steps of each foreign dances through concept mapping.

Direction: There are four flowers being drawn and each petal has its different basic steps of selected foreign dances. Using the concept mapping, write the correct basic steps corresponds to each foreign dances.

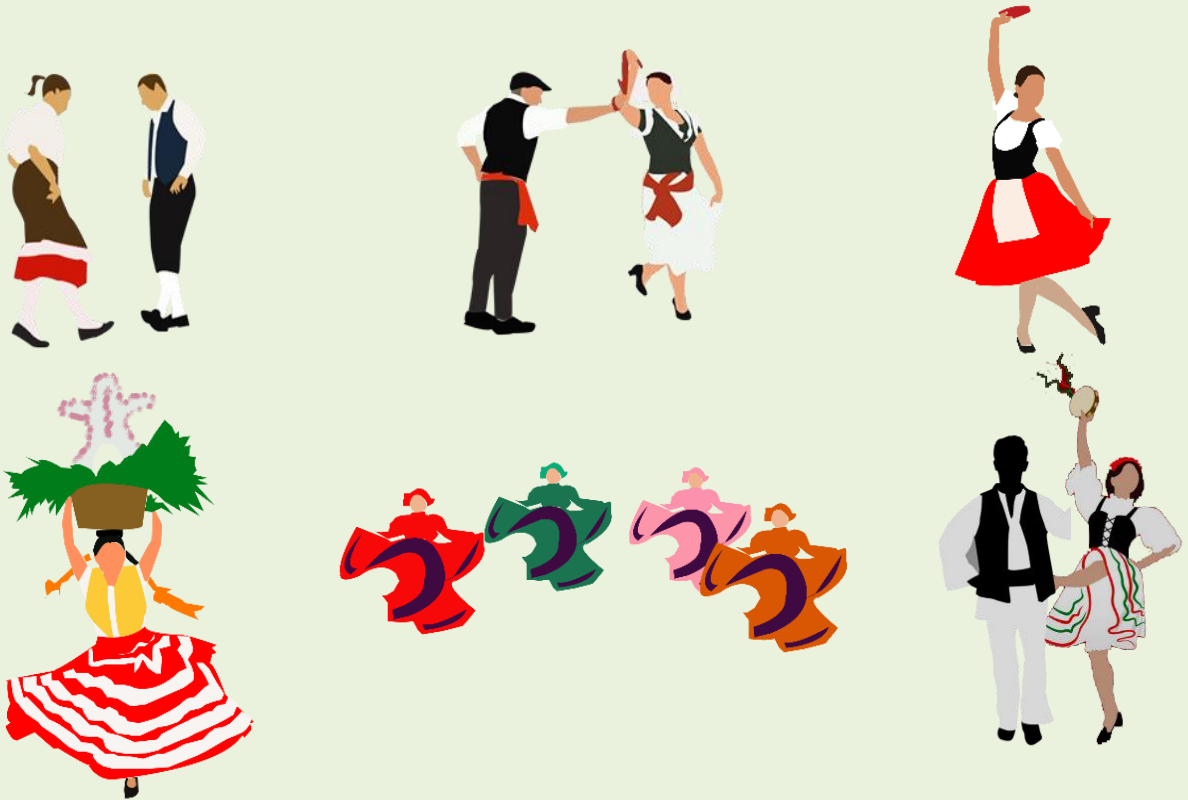


4.



Activity 4.1: Picture Talk

Instruction: Write down the characteristics of Foreign folkdance based on the picture given below.

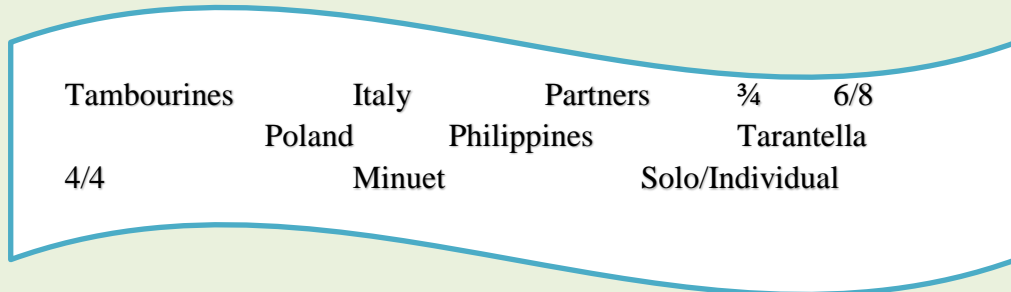


1. _____
2. _____
3. _____
4. _____
5. _____

Activity 5: Make me feel complete!

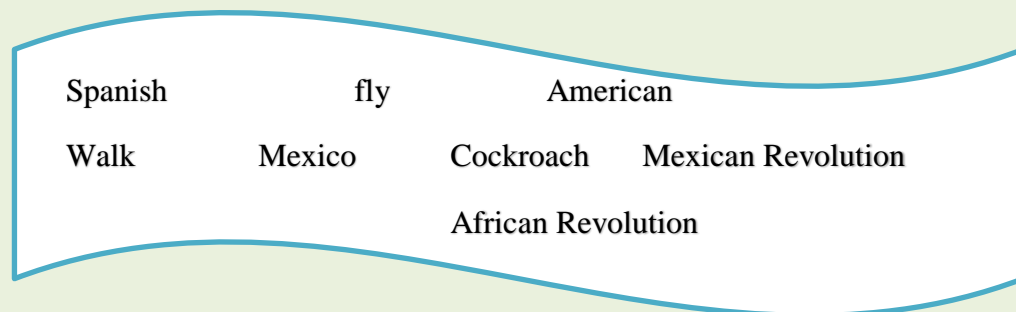
Direction: (Complete the Sentence): Use a word from the word bank to complete each sentence.

Tarantella



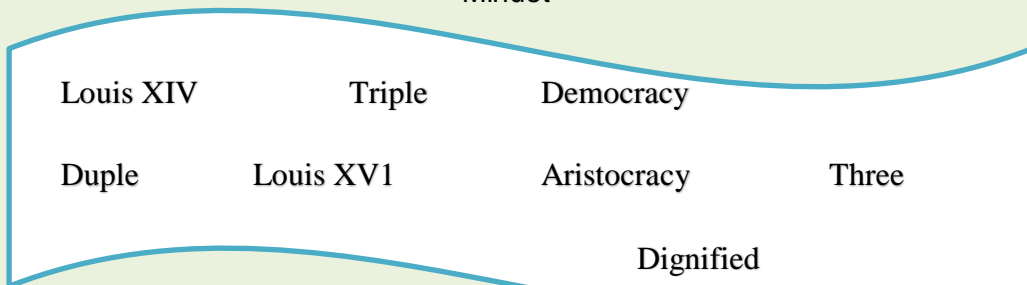
1. _____, couple folkdance of 2. _____ characterized by light, quick steps and teasing, flirtatious behavior between 3. _____; women dancers frequently carry 4. _____. The music is in lively 5. _____ time. Tarantella for two couples are also danced.

La Cucaracha



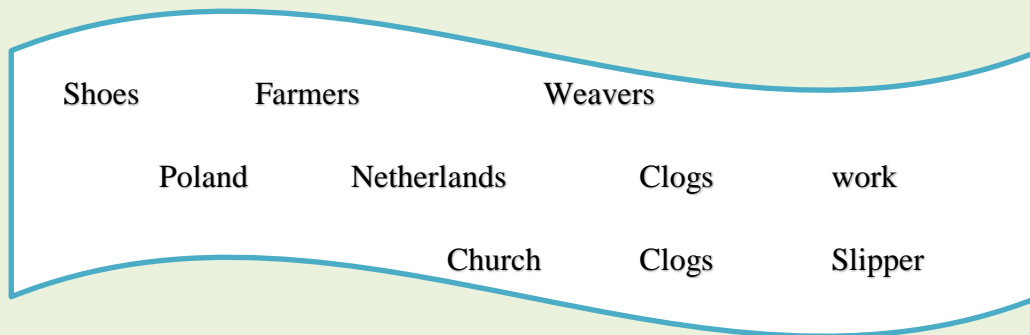
La cucaracha is a traditional 1. _____ folk song. It is unknown when the song came about. It is very popular in 2. _____, and was performed especially widely during the 3. _____. The basic song describes a 4. _____ who cannot 5. _____.

Minuet



The minuet is an elegant dance that has 1. _____ parts and is conducted in 2. _____ meter. It has originally a dance that was performed by members of the 3. _____ and was the favorite of the French King 4. _____. Because of this association with the royal court, the dance was considered to be 5. _____ and refined.

Dutch Couple Dance



Dutch folk dance with clog dancing, though 1. _____ in practice limit the dance moves. Therefore, the folkdance is mostly danced in 2. _____. Historically the Dutch danced in shoes as this was part of their 3. _____ going clothing. Clogs were used for work only. On harvest feast the 4. _____ often did dance on clogs. Though as the feast followed the harvest where they had been wearing 5. _____.

ACTIVITY 5.1: CROSS WORD PUZZLE!


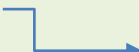
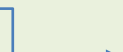

Direction: Word Search. Find the ten (10) words that can describe and linked to the word **“CHARACTERISTICS”**.

U	T	R	A	D	I	T	I	O	N	A	L	P	O
P	B	E	C	B	A	C	Q	Z	A	L	I	A	M
B	C	L	A	D	E	F	U	G	T	H	G	T	O
E	G	W	P	S	V	W	I	Z	U	W	H	T	V
A	T	T	H	E	I	R	C	S	R	T	T	E	E
T	X	Y	Z	C	B	N	K	Y	E	Q	T	R	M
C	O	S	T	U	M	E	G	G	E	K	J	N	E
F	E	E	L	I	N	G	S	S	P	O	U	Z	N
O	C	C	U	P	A	A	T	I	O	N	L	C	T

NOTES TO THE USER

In this part, the students will show their creativeness and innovativeness in making any props from each foreign dances.

Direction: Create a props use in each foreign dances using any available materials or recyclable materials. Submit this after 1 week.

- A. Tarantella  Tambourine
- B. Minuet  Cane
- C. La cucaracha  Hot
- D. Dutch Couple Dance  Clog Shoes

RUBRICS

CRITERIA	20 POINTS	15 POINTS	10 POINTS	5 POINTS	0 POINTS
Creativity	Work exceptionally unique, detailed and interesting. Explores several different options and takes many creative risks.	Work generally unique, detailed and interesting. Explores several different options and takes some creative risks.	Work somewhat unique, detailed and interesting. Shows some developing ideas but without a true sense of originality.	Work occasionally unique, detailed and interesting. Shows minimal risks taken. Similar to examples shown.	Work not unique, detailed and interesting and shows no original ideas or risks taken.
Use of Elements and Principles	Exceptional understanding and application of the elements of art and principles of design.	Good understanding and application of the elements of art and principles of design.	Basic understanding and application of the elements of art and principles of design.	Minimal understanding or application of the elements of the art or principles of design.	No understanding or application of the elements of art or principles of design.
Craftmanship	Work done with exceptional care and attentions to	Work done with good care and attention to	Work done with basic care and attention to	Work done with minimal care and attention to	Work done with no care and attention to

	detail and neatness.	detail and neatness.	detail and neatness.	detail or neatness.	detail or neatness.
Understanding, Achievement & Completion	Exceptional understanding of project requirements. Assignment followed, and work is all complete and consistent.	Good understanding of project requirements. Assignment followed and work is mostly complete and consistent.	Basic understanding of project requirements. Assignment followed and work is somewhat complete and consistent.	Minimal understanding of project requirements. Assignment generally followed, but work is incomplete and inconsistent.	Lack understanding of project requirements. Assignment generally followed, and work is incomplete and inconsistent.
Effort and Participation	Work shows exceptional effort, planning and pride. Participated in all class discussions.	Work shows good effort, planning and pride. Participated in most class discussions.	Work shows basic effort, planning and pride. Participated in some class discussions.	Work shows minimal effort, planning and pride. Participated in few class discussions.	Work shows a lack of effort, planning and pride. No participation in class discussions.

Assessment:

TRUE OR FALSE: Write T if the statement is TRUE and change the underline word(s) correctly if it is FALSE.

_____ 1. Historically, the dutch dancers will wear clog shoes as part of their Church going clothing.

_____ 2. Minuet an elegant couple dance that dominated aristocratic American ballroom especially in France and England.

_____ 3. The boy clasps his hands around his back while the girl holds her skirt gracefully to the side. Partners stand side by side, girls in the right of the boy.

_____ 4. Each small group performs 4 tarantella steps in unison, rotating in a clockwise circle, followed by 4 more tarantellas rotating counter clockwise.

_____ 5. It is derived from the Italian word tarantola and also known as the “ dance of the cockroach “.

_____ 6. French origin for two people, usually in 2/4 time.

_____ 7. The birthplace for the folkdance known as “Tarantella” originating as far back as the 17th and 18th centuries.

_____ 8. It is composed of four plain straight steps or walks and may be performed forwards, backwards, sideways.

_____ 9. The dancers use zapateado, this refers to the lively tapping sound you hear that they make by striking their heels on the ground.

_____ 10. Dutch couple dance originated in Holand.

REFLECTION:

Think-Pair-Share

- In this activity, the teacher will decide upon the text to read and develops the set of questions or prompts that the target key content concepts. Teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

1. T (Think) teachers begin by asking a specific question about the text/picture. Students “think” about what they know or have learned about the topic.
2. P (Pair) each student should be paired with another student or a small group.
3. S(Share) students share their thinking and ideas with their partner. Afterwards, the paired students will discuss it in the whole-class.

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