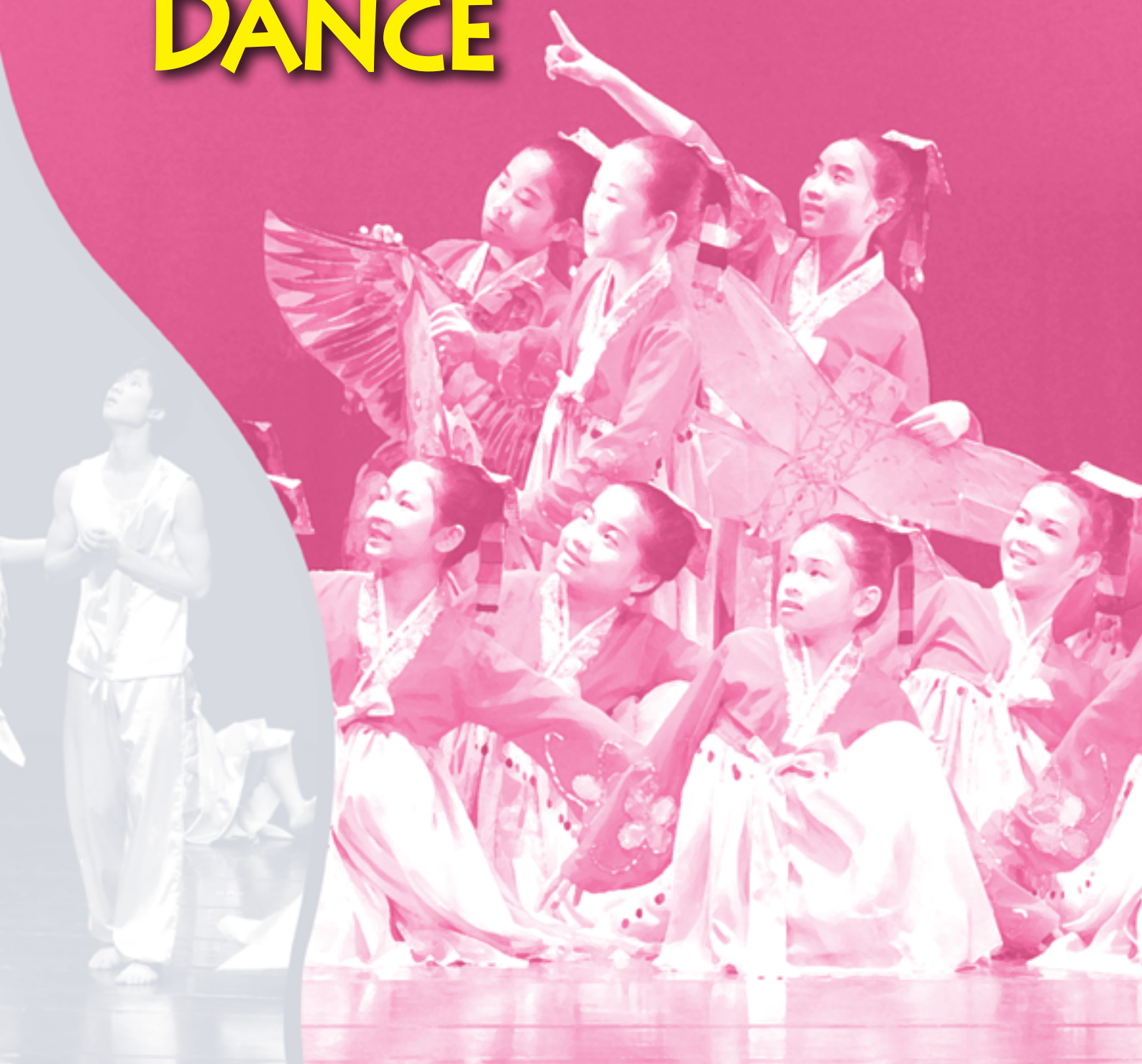


# CHINESE DANCE



**Physical Education Section  
Curriculum Development Institute  
Education Bureau  
The Government of the Hong Kong Special Administrative Region  
2014**

# CHINESE DANCE

This Chinese Dance booklet is one of the five booklets in the Dance Learning and Teaching Package. Its contents are as follows:

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## Abbreviations used in this Booklet

- R - Right
- L - Left
- RH - Right hand
- LH - Left hand
- RF - Right foot
- LF - Left foot
- CCW - Counter Clockwise

### 1.1 General Notes

Most people perceive Chinese Dance to be profoundly difficult and believe that it takes a very long practice time to achieve the level required. This booklet serves as a reference to tackle this problem. Based on the features of each type of ethnic dances, simple basic steps are designed, aiming to arouse students' interest in Chinese Dance.

China is a multi-ethnic country. Minority groups, scattering in far-flung areas, have their own life styles, modes of labour, religions and cultural backgrounds. As such, their dances possess unique features.

### 1.1.1 Directions

When learning a dance, one needs to have a good sense of direction. Taking Direction 1 as facing the teacher and using this as a reference, each 45° turn to the right points to a new direction. There are altogether 8 directions (from 1 to 8) that are called Points 1, 2 ..... and 8 respectively (refer to Fig.1.1).

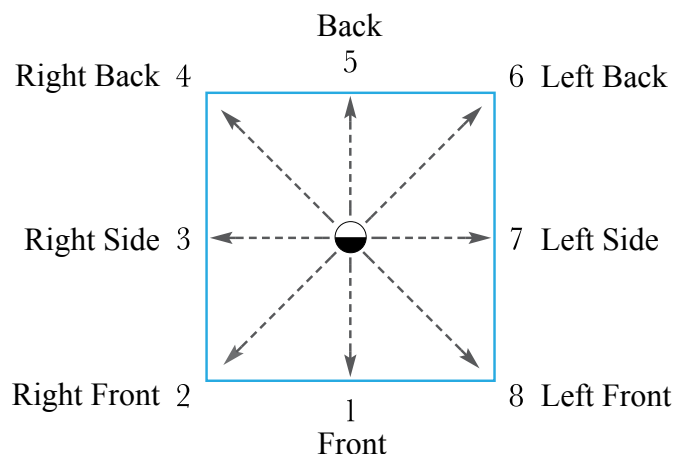


Fig.1.1 Directions

### 1.1.2 Hand Positions

There are many hand positions in Chinese Dance. The most widely known is Lánhuāzhǎng (orchid palm) for female dancers. In the four dances included in this booklet, we introduce Shuāngliāoshǒu (both hands raised with palms up), Bōlàngshǒu (wavy hand), Duìwǎn (wrist facing), Yāwǎn (wrist pressing), Tánzhǐ (finger snapping), Tíqúnshǒu (skirt holding hand), Bèishǒu (palm facing outward and backward), Píngkāishǒu (open hand at chest level), Wōquán (fist making), etc. There are actually too many to be listed here.



### 1.1.3 Dance Steps

China has a vast territory in which ethnic groups with varied cultures scatter in places far and wide. Each of the ethnic groups develops unique dance steps that reflect their own customs, rites, religious beliefs and cultural background. This, like a hundred flowers in bloom, adds extraordinary splendor to Chinese Dance. Some examples of these dance steps are Xiàojiān (‘laughing’ shoulder) in Mongolian Dance, Jintuìbù (forward and backward step) in Xinjiang Dance, Qǐfúbù (undulating step) in Dai Dance, Tuìtǎbù (back stamping step) in Tibetan Dance, and Shízìbù (cross step), Xītiàobù (skipping step) and Hòutiàotǐbù (back kicking step) in Han Dance.



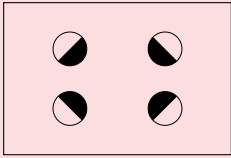
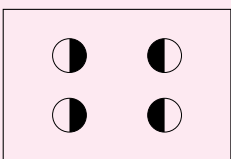
### 1.1.4 Props

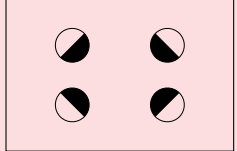
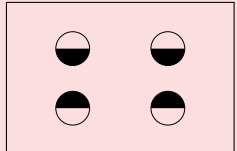
The ways of living in different ethnic groups vary. Hence, there is a myriad of props used in Chinese Dance. Ribbons, feather fans and handkerchiefs are the most common ones.



## 1.2 Learning Content

### 1.2.1 Dance 1: Tree Dance

<b>Music</b>	Tangerine Collecting		
<b>Rhythm</b>	4 beats		
<b>Formation</b>	4 persons in a group, facing the centre, feet in 1 <sup>st</sup> position, hands placed close to thighs		
<b>Dance Description</b>			
<b>Bar</b>	<b>Beat</b>	<b>Step</b>	
(1)	1 x 4 beats	With heads leading, everyone does a Wānyāo (side movement) to R, stretching RH to R knee	
(2)	1 x 4 beats	Back to the original standing position	
(3)	1 x 4 beats	Repeat bar (1) on the reverse side, bending to L, stretching LH to L knee	
(4)	1 x 4 beats	Back to the original standing position	
(5) - (8)	4 x 4 beats	Repeat bars (1) - (4)	
(9)	1 x 4 beats	All 4 persons hand in hand, legs apart, do a Bàndūn (demi-plié) with feet in 2 <sup>nd</sup> position, transferring the weight to R	
(10)	1 x 4 beats	Legs straightening up to R	
(11)	1 x 4 beats	Repeat bar (9), doing a Bàndūn (demi-plié) with feet in 2 <sup>nd</sup> position, transferring the weight to L	
(12)	1 x 4 beats	Legs straightening up to L	
(13) - (16)	4 x 4 beats	Repeat bars (9) - (12)	
(17) - (20)	4 x 4 beats	In pairs, facing partner, feet in 1 <sup>st</sup> position, Shuāngliāoshǒu (both hands raised with palms up) in a high V	
(21)	1 x 4 beats	Beats 1 - 2, both bend to R Beats 3 - 4, straighten up, arms still held in a high V	
(22)	1 x 4 beats	Repeat bar (21), on the reverse side	
(23)	1 x 4 beats	Repeat bar (21)	

(24)	1 x 4 beats	Beats 1 - 2, repeat beats 1 - 2 of bar (22), bending to L Beats 3 - 4, hold partner's medial hand and do a full medial turn, with the lateral arms up	
(25) - (28)	4 x 4 beats	Repeat bars (17) - (20)	
(29) - (32)	4 x 4 beats	Repeat bars (21) - (24), on the reverse side	
(33) - (40)	8 x 4 beats	All 4 persons turn to face centre, repeat bars (1) - (8)	
(41) - (48)	8 x 4 beats	All 4 persons hand in hand, repeat bars (9) - (16)	
(49) - (60)	12 x 4 beats	In pairs, facing partner, repeat bars (17) - (28)	
(61) - (64)	4 x 4 beats	All 4 persons turn to face centre again, with their hands in a high V, and each performs a full turn using Diǎnjiǎo (on tiptoe); at the last count all jump up, with feet kicking backward to hit the hips	
(65) - (67)	3 x 4 beats	All 4 persons bend forward, stretching their arms above their heads and keeping them close to ears	
(68)	1 x 4 beats	Making oneself as a part of a big tree, each person displays a poise as they wish	

Teachers may change the pattern or use their own design.

## 1.2.2 Dance 2: Uyghur Dance

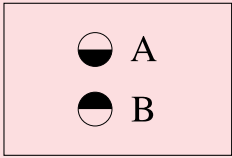
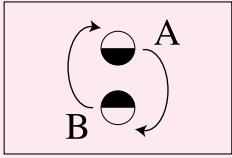
<b>Music</b>	56 Flowers of China (2) : Uyghur Tribe	
<b>Rhythm</b>	4 beats	
<b>Formation</b>	Students in pairs, facing each other, lady's hands on waist, man's Bèishǒu (palm facing outward and backward)	
<b>Dance Description</b>		
<b>Bar</b>	<b>Beat</b>	<b>Step</b>
(1) - (4)	4 x 4 beats	Do R Jintuibù (forward and backward step) 4 times, lady's hands on waist, man's LH placed in front of chest with raised elbow, R Bèishǒu (palm facing outward and backward)
(5) - (8)	4 x 4 beats	Do L Jintuibù (forward and backward step) 4 times, lady's hands on waist, man's RH placed in front of chest with raised elbow, L Bèishǒu (palm facing outward and backward)
(9) - (12)	4 x 4 beats	With Píngkāishǒu (open hand at chest level) and R shoulders adjacent, commencing with RF, circle round and back to the original place, stand upright with hands on waist
(13) - (16)	4 x 4 beats	Both perform the same step and the same movement as in bars (1) - (4); RH supporting the hat, LH placed in forward high
(17) - (20)	4 x 4 beats	Both perform the same step as in bars (5) - (8) and the same movement; LH supporting the hat, RH placed in forward high
(21) - (24)	4 x 4 beats	Same movement as in bars (9) - (12)
(25) - (28)	4 x 4 beats	Both perform the same step and the same movement as in bars (1) - (4); Waving arms at sides, Duiwǎn (wrist facing) when arms going up, Yāwǎn (wrist pressing) when arms coming down to side low
(29) - (32)	4 x 4 beats	Same step as in bars (5) - (8), same movement as in bars (25) - (28)
(33) - (36)	4 x 4 beats	Same movement as in bars (9) - (12)



(37) - (40)	4 x 4 beats	Both perform the same step and the same movement as in bars (1) - (4); Beats 1 - 2, both hands crossed at chest level with palms down, Tánzhǐ (finger snapping), looking L Beats 3 - 4, both arms opened to the side at shoulder level with palms up, Tánzhǐ (finger snapping), looking R
(41) - (44)	4 x 4 beats	Same step as in bars (5) - (8), same movement as in bars (37) - (40), in reverse direction
(45) - (48)	4 x 4 beats	Same movement as in bars (9) - (12)
(49) - (52)	4 x 4 beats	Same step as in bars (1) - (4), lady's Tíqúnshǒu (skirt holding hand) to R; Man's L Bèishǒu (palm facing outward and backward), R Píngkāishǒu (open hand at chest level) to R diagonal front
(53) - (56)	4 x 4 beats	Same step as in bars (5) - (8), lady's Tíqúnshǒu (skirt holding hand) to L; Man's R Bèishǒu (palm facing outward and backward), L Píngkāishǒu (open hand at chest level) to L diagonal front
(57) - (60)	4 x 4 beats	Same movement as in bars (9) - (12)

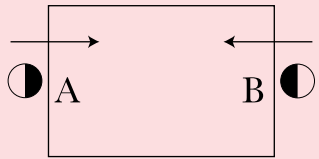
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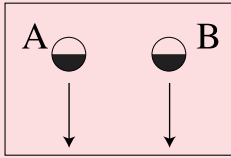
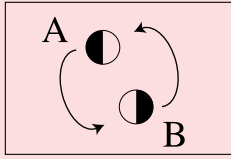
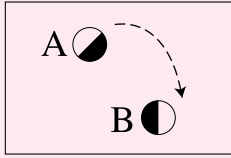
## 1.2.3 Dance 3: 3-Beat Dance

<b>Music</b>	Little Milk Cow	
<b>Rhythm</b>	3 beats	
<b>Formation</b>	Students in pairs (A and B), facing each other, hand in hand	
<b>Dance Description</b>		
<b>Bar</b>	<b>Beat</b>	<b>Step</b>
(1) - (2)	1 x 3 beats	A RF Qiánjìnbù (forward step), B LF Hòutuìbù (backward step)
	1 x 3 beats	A LF Hòutuìbù (backward step), B RF Qiánjìnbù (forward step)
		} Hand in hand
(3) - (4)	1 x 3 beats	A RF Héngyíbù (side step), B LF Héngyíbù (side step)
	1 x 3 beats	A LF Héngyíbù (side step), B RF Héngyíbù (side step)
		} Hand in hand, raising the hand that is close to the line of movement
(5) - (8)	4 x 3 beats	hand in hand with R shoulders adjacent A RF Qiánjìnbù (forward step) 4 times, B LF Qiánjìnbù (forward step) 4 times, Circle round and back to the original place
		
(9) - (10)	2 x 3 beats	A RF Héngzhuībù (side leaping) once, stamp LF in place 3 times B LF Héngzhuībù (side leaping) once, stamp RF in place 3 times
		} Hand in hand, raising the hand that is close to the line of movement
(11) - (12)	2 x 3 beats	A repeats B's movement as in bars (9) - (10) B repeats A's movement as in bars (9) - (10)
(13) - (16)	4 x 3 beats	Both A and B do a full turn on their own with 4 Qiánjìnbù (forward steps) and come to the commencing position
(17) - (32)	16 x 3 beats	Repeat bars (1) - (16)

Teachers may change the pattern or use their own design.

## 1.2.4 Dance 4: Games

<b>Music</b>	In Quest of Plums Amidst Snow	
<b>Rhythm</b>	4 beats	
<b>Formation</b>	At the ready position, students in pairs (A & B), standing on the opposite sidelines of the room and facing each other, with their hands placed on waist	
<b>Dance Description</b>		
<b>Bar</b>	<b>Beat</b>	<b>Step</b>
(1) - (5)	5 x 4 beats	Waiting appearances
(6)	1 x 4 beats	Both jump out from L and R simultaneously
		
		Beat 1, do a Xiǎotiào (small jump) on both feet Beat 2, do a RF Hòutiàotíbù (back kicking step) Beat 3, do a Xiǎotiào (small jump) on both feet Beat 4, do a LF Hòutiàotíbù (back kicking step)
		} Both hands on waist
(7)	1 x 4 beats	Beat 1, repeat beat 2 of bar (6) Beat 2, repeat beat 4 of bar (6) Beats 3 - 4, repeat beat 1 of bar (6) twice
(8)	1 x 4 beats	Facing each other, both make two turns towards Point 5, arms placed down at sides
(9)	1 x 4 beats	Both kneel on floor facing each other, arms place down at sides
(10)	1 x 4 beats	Beat 1, clap own hands in front of chest at once Beat 2, clap each other's RH at once Beat 3, clap own hands in front of chest at once Beat 4, clap each other's LH at once
(11)	1 x 4 beats	Beat 1, repeat beat 1 of bar (10) at once Beats 2 - 3, clap each other's hands twice Beat 4, do roly-poly with Wōquán (fist making)
(12)	1 x 4 beats	Continue with the movement of beat 4 of bar (11); In the last count A shoots hammer, B paper (A loses and B wins)
(13) - (14)	2 x 4 beats	A hangs down her head, pretending to wipe off tears; B waves her right hand in front of her nose with fingers spread, mocking A, stretching L arm behind with Bèishǒu (palm facing outward and backward), facing A

(15)	1 x 4 beats	Both stand up with hands joined in side low, turning to face Point 1	
(16)	1 x 4 beats	Maintain the pose of bar (15)	
(17) - (18)	2 x 4 beats	Repeat bars (6) - (7), facing Point 1	
(19)	1 x 4 beats	Both turn inward Diǎnjiǎo (on tiptoe) towards each other, arms raise in a high V, facing Point 1	
(20)	1 x 4 beats	Continue with the movement of bar (19); In the last count face each other in 1 <sup>st</sup> Position	
(21) - (23)	3 x 4 beats	Standing face-to-face, repeat bars (10) - (12); game ends in a draw (both having the same action)	
(24)	1 x 4 beats	Hand in hand, both take Suibù (quick small steps) to R Diǎnjiǎo (on tiptoe), point LF in front in the last count	
(25)	1 x 4 beats	Hand in hand, both take Suibù (quick small steps) to L Diǎnjiǎo (on tiptoe), point RF in front in the last count	
(26)	1 x 4 beats	Bend head to R and L, doing 2 Bàngūn (squat) in place	
(27) - (29)	3 x 4 beats	Standing face-to-face, repeat bars (10) - (12), but A wins and B loses	
(30)	1 x 4 beats	Chase each other in CCW direction with arms stretching at sides, making a full circle	
(31)	1 x 4 beats	A pushes B down on the floor at Point 8; B kneels on both knees, bending over on the floor	
(32)	1 x 4 beats	A runs from behind B to the front of B at Point 8, waving both hands beside her head with fingers spread, mocking B; B bends over on the floor, wiping tears, kicking calves backward	
(33) - (34)	2 x 4 beats	Both keep the above countenance	

Teachers may change the pattern or use their own design.

### 1.3 Classroom Organisation and Teaching Strategies

Dance constitutes part of the Physical Education curriculum. Other than achieving the fundamental aims of Physical Education, it provides students with learning experiences and attainments such as sensitivity to music, creativity and fun sharing through simplified dance excerpts. Dance calls for coordination of body parts, harmony of rhythm, group cooperation and spiritual interaction. Through dance students can get more involved in group life and cultivate their artistic sentiments.

A step-by-step approach is required in teaching dance. Teachers should begin with individual practice and rhythm mastery, teaching hand movement first and then foot movement. When students can control the hand and foot movements, they are able to match the movements to music and complete a whole set of movement sequence. The next stage is practising in pairs and groups. Finally, they may change partners in group practice. Teachers may divide students into small groups to let them watch or compete with one another. This not only arouses students' interest in dance, but also helps them develop a collaborative and sharing culture.





## 1.4 Examples of Classroom Teaching

### 1.4.1 Example 1: Tree Dance

#### Learning Objectives

Upon completion of the lesson, students can:

- Demonstrate, with partners, the basic movements of Bāndūn (demi-plié), Wānyāo (side movement) and Diǎnjiǎo (on tiptoe) to 4-beat music
- Take the initiative to cooperate with others
- Learn to appreciate one another

#### Suggested Music

- Tangerine Collecting (please refer to the attached DVD - Tree Dance)

#### Learning Content

	Description
<b>Introductory activity</b>	<ol style="list-style-type: none"> <li>1. Familiarise with the beats of music through clapping hands and doing simple body movements</li> <li>2. Receive a brief account of the features of 4-beat music</li> </ol>
<b>Theme development</b>	<ol style="list-style-type: none"> <li>1. Practise Wānyāo (side movement) with music individually</li> <li>2. Practise basic movements in pairs, taking note of the bending and straightening</li> <li>3. Practise basic movements in pairs, taking note of the bending and straightening of knees</li> <li>4. Learn to put weight on 1<sup>st</sup> and 2<sup>nd</sup> toes when doing Diǎnjiǎo (on tiptoe) and hit hips with the feet when doing the final jump</li> <li>5. Practise basic movements in groups of 4 and in circles</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Adapt to different kinds of rhythm, practise with different partners in groups</li> <li>2. Learn to appreciate one another through watching other groups' performance</li> <li>3. Form a tree out of imagination in 4, bearing in mind that different shapes can be created by linking limbs at different levels</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. sums up the main points, putting the emphasis on cooperation between partners</li> <li>2. praises students for their creativity</li> <li>3. introduces stretching exercise</li> </ol>

## 1.4.2 Example 2: Uyghur Dance

### Learning Objectives

Upon completion of the lesson, students can:

- Demonstrate, with partners, the basic Xinjiang dance step [Jintuìbù (forward and backward step)] to 4-beat music
- Take the initiative to cooperate with others
- Learn to appreciate one another
- Understand settlement and life style of Uyghur tribe through dance movements, such as Tuōmàoshǒu (hat supporting hand) and Tíqúnshǒu (skirt holding hand)

### Suggested Music

- 56 Flowers of China (2): Uyghur Tribe (please refer to the attached DVD - Uyghur Dance)

### Learning Content

	Description
<b>Introductory activity</b>	<ol style="list-style-type: none"> <li>1. Receive an introduction to the basic features of Uyghur dance</li> <li>2. Familiarise with the beats of music through clapping hands and doing simple body movements</li> <li>3. Receive a brief account of various hand movements, such as Tuōmàoshǒu (hat supporting hand) and Tíqúnshǒu (skirt holding hand)</li> </ol>
<b>Theme development</b>	<ol style="list-style-type: none"> <li>1. Practise Jintuìbù (forward and backward step) with music individually, taking note of weight transfer from front to back and vice versa</li> <li>2. Learn 5 hand positions individually and match them with the step, making sure that the body is upright</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Practise the whole dance with music in groups</li> <li>2. Learn to appreciate one another through watching other groups' performance</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. sums up the main points, putting the emphasis on cooperation between partners</li> <li>2. praises students for their creativity</li> <li>3. introduces stretching exercise</li> </ol>

### 1.4.3 Example 3: 3-Beat Dance

#### Learning Objectives

Upon completion of the lesson, students can:

- Demonstrate, with partners, Qiánjìnbù (forward step) and Hòutuìbù (backward step) of 3-Beat Dance to 3-beat music
- Take the initiative to cooperate with others
- Learn to appreciate one another

#### Suggested Music

- Little Milk Cow (please refer to the attached DVD - 3-Beat Dance)

#### Learning Content

	Description
<b>Introductory activity</b>	<ol style="list-style-type: none"> <li>1. Familiarise with the beats of music through clapping hands and doing simple body movements</li> <li>2. Receive a brief account of the features of 3-beat music</li> </ol>
<b>Theme development</b>	<ol style="list-style-type: none"> <li>1. Practise Qiánjìnbù (forward step), Hòutuìbù (backward step) and Héngyíbù (side step) individually</li> <li>2. Practise with music in pairs, taking note of distance, pace and coordination with partner</li> <li>3. Pay attention to the moving pathway and the way back to original place when circling round with partner</li> <li>4. Practise changing partners in groups of 6 - 8</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Adapt to the rhythm of music, practise in groups</li> <li>2. Learn to appreciate one another through watching other groups' performance</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. sums up the main points , putting the emphasis on cooperation between partners</li> <li>2. praises students for their creativity</li> <li>3. introduces stretching exercise</li> </ol>

## 1.4.4 Example 4: Games

### Learning Objectives

Upon completion of the lesson, students can:

- Demonstrate, with partners, Hòutiàotíbù (back kicking step) and turning Diǎnjiǎo (on tiptoe) to 4-beat music
- Take the initiative to cooperate with others
- Learn to appreciate one another

### Suggested Music

- In Quest of Plums Amidst Snow (please refer to the attached DVD - Games)

### Learning Content

	Description
<b>Introductory activity</b>	<ol style="list-style-type: none"> <li>1. Familiarise with the beats of music through clapping hands and doing simple body movements</li> <li>2. Play hopscotch, and note the various natural responses of winner and loser in the finger-guessing game</li> </ol>
<b>Theme development</b>	<ol style="list-style-type: none"> <li>1. Practise Hòutiàotíbù (back kicking step) and the whole step sequence of Hopscotch individually, taking note of both knees being kept together and feet being stretched when doing Hòutiàotíbù (back kicking step)</li> <li>2. Make sure that weight falls on 1<sup>st</sup> and 2<sup>nd</sup> toes and heels are close when practising turning Diǎnjiǎo (on tiptoe)</li> <li>3. Practise the finger-guessing game individually, taking note of the shooting time</li> <li>4. Practise in pairs, taking note of the direction difference of movements</li> </ol>
<b>Application</b>	<ol style="list-style-type: none"> <li>1. Practise the whole dance with music in pairs</li> <li>2. Learn to appreciate one another through watching other groups' performance</li> </ol>
<b>Consolidation</b>	<p>The teacher</p> <ol style="list-style-type: none"> <li>1. sums up the main points, putting the emphasis on cooperation between partners</li> <li>2. praises students for their creativity</li> <li>3. introduces stretching exercise</li> </ol>

## 1.5 Assessment

Curriculum, teaching and assessment are complementary components in the process of learning. Assessment not only evaluates learning outcome but also enhances learning. Effective assessment can reflect students' strengths and areas for improvement. It, moreover, can identify the appropriate way to enhance learning effectiveness, such as adjusting individual learning goals and pace. In the teaching of Chinese Dance, assessment is preferably done in groups of 4 to 6 persons, taking account of students' sense of rhythm, ability to cooperate and share ideas, as well as creativity.

### Sample Assessment Form (Teacher Assessment / Self Assessment / Peer Assessment)

Dance: <b>Tree Dance</b>				
Name: <b>CHAN TAI MAN</b>		Class: <b>5A</b>		Class number: <b>4</b>
Assessment Criteria	Put a "✓" in the appropriate box			
	Fully achieved 👍	Often achieved 😊	Occasionally achieved 😐	Improvement expected 😞
1. Step accuracy		✓		
2. Hand movement accuracy		✓		
3. Coordination between movement and rhythm			✓	
4. Cooperation with partner(s)		✓		
5. Commitment to performance		✓		
6. Creativity		✓		

Teachers may add or delete certain criteria wherever appropriate.





## Appendix 1: Summary Table for Chinese Dance Syllabus

	Name of Dance	Name of Music	Hand Positions	Dance Step
1	Tree Dance	Tangerine Collecting	Shuāngliāoshǒu (both hands raised with palms up)	Bàndūn (demi-plié)
2	Paddy Replanting Dance	Please Come to Our Hilly Region	Wānyāo (side movement)	Hòutiàotíbù (back kicking step)
3	Games	In Quest of Plums Amidst Snow	Wōquán (fist making)	Hòutiàotíbù (back kicking step), Diǎnjiǎozhuǎn (turning on tiptoe)
4	Song of Prosperous Year	Song of Prosperous Year		Xūbù (pointe)
5	Dance of Lotus Seed Collecting	Jasmine Flower	Lánhuāzhǎng (orchid palm)	Suǐbù (quick small steps)
6	Fun of Sports	Fun of Sports	Wānyāo (side movement)	Xītiàobù (skipping step)
7	Dance of Mewing	Mewing	Bōlàngshǒu (wavy hand)	Bàndūn (demi-plié)
8	Two-step, Skipping	In the Company of Motherland & Mother		Qiánzhuībù (two-step), Xītiàobù (skipping step), Qiánzhuībù Hòuzhuībù Héngzhuībù (forward leaping, backward leaping, side leaping)
9	Cross Step on Tiptoe	Haliluo	Lánhuāzhǎng (orchid palm)	Diǎnjiǎo Shízìbù (cross step on tiptoe)
10	3-Beat Dance	Little Milk Cow		Héngyíbù (side step), Héngzhuībù (side leaping)
11	Ribbon Dance	Home Bound by Mountain Ranges		Xiǎotiào (small jump), Diǎnjiǎozhuǎn (turning on tiptoe)

12	Fan Combination	Children Group		Xūbù ( <i>pointe</i> )
13	Handkerchief Combination	Bean Picking	Lánhuāzhǎng ( <i>orchid palm</i> )	Xūbù ( <i>pointe</i> )
14	Mongolian Dance	The Green Birch Forest	Xiàojiān ( <i>'laughing' shoulder</i> )	
15	Uyghur Dance	56 Flowers of China (2) : Uyghur Tribe	Tánzhǐ ( <i>finger snapping</i> ), Píngkāishǒu ( <i>open hand at chest level</i> ), Tíqúnshǒu ( <i>skirt hold</i> ) Bèishǒu ( <i>palm facing outward and backward</i> ) Tuōmàooshǒu ( <i>hat supporting hand</i> ), Nánzhǎng ( <i>"tiger mouth" palm</i> ), Dùiwǎn ( <i>wrist facing</i> ) Yāwǎn ( <i>wrist pressing</i> )	Jìntuìbù ( <i>forward and backward step</i> )
16	Dai Dance	At the Ruili River Side		Qífúbù ( <i>undulating step</i> )
17	Tibetan Dance	Ai-ma-lin-ji		Tuìtàbù ( <i>back stamping step</i> )
18	Miao Dance	Traditional Rhythm		

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