



Workbook Preview



Ontario – Arts Curriculum

Grade 7 – Dance

	Learning Experiences	Pages
A1.1	Create dance pieces to represent or respond to specific rhythms and pieces of music	7-10, 12-13, 29-31, 35-39, 48, 50, 55-57, 75, 96, 98, 100-102
A1.2	Use dance as a language to communicate ideas from their own writing or media works	14-22, 26-28, 62-65, 75, 97-97
A1.3	Use theme and variations in a variety of ways when creating	35-39, 59-65, 93-96
A1.4		28, 54, 90, 102
A2.1		90,
A2.2	choreographic forms used in them and explain how they help communicate meaning	25, 34, 54, 55-57, 59-61, 22-68, 73-74, 79-80, 86-92, 98
A2.3	Identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members	11, 23, 32, 40, 47, 49, 58, 66, 72, 76-78, 81-85, 99, 103-107
A3.1	Describe the evolution of dance and performance as different groups of people have responded to external factors such as migration, a new environment, and/or contact with other groups or cultures	88-90, 93-95,
A3.2	Identify ways in which dance and its depictions in the media may influence a person's character development and sense of identity	N/A

**Preview of 15 activities
from this unit that
contains 29 activities in
total.**

Rhythm in Dance: Moving with Meaning

What Is Rhythm and Body Percussion?

Rhythm is a steady beat or pattern of sounds in music that helps us know when to move. Body percussion is making sounds using your body, such as clapping, stomping, snapping, or patting. These movements can match the beat of music or be used to create their own rhythm. Dancers use body percussion to add interest and style to their performance.



How Do African and Indigenous Dancers Use Rhythm to Communicate?

In many African dances, rhythm is a form of music that carries a message. Dancers move in sync with drums to tell stories, celebrate events, and pass down traditions. Their feet, hands, and voices create rhythm that speaks to the audience.

Indigenous dancers also use rhythm in a powerful way. In some traditions, dancers move to drum beats that honour nature, ancestors, and community. The beat of the drum is called “the heartbeat of Mother Earth,” and dancers often follow its rhythm in their steps to this steady pulse.

How Did Our Group Use Rhythm in Dance?

In our group, we created a short dance that included stomps, claps, and snaps to show different rhythm patterns. We used slow claps to start and ended with fast stomps to match the tempo of the music. We practised counting in beats of four to stay together. This helped us feel the rhythm and move in time with each other.

Question

Answer the questions below.

1) Explain in your own words what body percussion is and how it contributes to a dance performance. Give two specific examples.

2) Compare how different indigenous dancers use rhythm to communicate. How are their uses of rhythm similar, and how are they different?

3) How does understanding rhythm and movement work together more effectively in a group performance?

True or False

Is the statement true or false?

1) Rhythm in dance only comes from music, not from the body.	True	False
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2) Body percussion includes using parts of your body to make rhythmic sounds.	True	False
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3) Indigenous dancers often move to the beat of the drum, which they call "the heartbeat of Mother Earth."	True	False
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4) Slow claps were used at the end of the group dance to match the fast tempo of the music.	True	False
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5) Practising counting in beats helped the group dancers stay together and in time.	True	False
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Activity: Relay the Rhythm

Objective What are we learning more about?

Students will learn rhythm and timing by creating and performing body percussion patterns in groups. They will connect their patterns using smooth transitions in a relay format, focusing on rhythm, tempo, and coordination.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Drum or metronome (optional drumbeats)
- ✓ Timer or stopwatch (optional)



Instructions How do we create the relay?

- 1) **Warm-Up:** Begin with a rhythmic warm-up. Have students mirror simple body percussion patterns by the teacher (e.g., stomp-stomp-clap).
- 2) **Group Formation:** Divide the class into small groups of 3–5 students. Each group will be given a consistent beat to follow with (e.g., 4/4 tempo from a drum or metronome).
- 3) **Rhythm Creation:** Groups create a short 8-beat body percussion phrase using a mix of stamping, clapping, and body percussion. The phrase should include at least one tempo change (e.g., slow and medium) and repeat twice without stopping.
- 4) **Relay Preparation:** Each group plans a transition to "pass" the rhythm to the next group. This can be a freeze-and-point, a unison gesture, or a planned move that signals the next group to begin.
- 5) **Practice:** Groups practise their rhythms and relay transitions. Encourage attention to timing, group coordination, and clear visual or sound cues.
- 6) **Performance and Reflection:** Groups perform their rhythm relay for the class in order. After the performance, they reflect on the following: What part of their rhythm was most effective? How did their group work together to stay in time?

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Rhythm Accuracy	Perform your group's rhythm clearly and stay in time with the beat throughout the routine.
Use of Tempo	Include at least one clear change in tempo (slow to fast or fast to slow) in your rhythm phrase.
Expression and Energy	Use clear, confident movements with strong energy to make your rhythm engaging for the audience.
Relay Transitions	Smoothly pass your rhythm to the next group using a clear signal and create a signal or movement.
Group Coordination	Work together to keep your rhythm unified, showing consistent timing.

Tips

Avoid these mistakes for a better performance.

Common Mistake	How It Affects Your Performance	What You Can Do Instead
Forgetting the group rhythm pattern	Throws off the timing and confuses the audience	Practise together until everyone knows the pattern well
Rushing or dragging the tempo	Breaks the flow and makes it hard for others to follow	Stay focused on the beat and follow the drum carefully
Unclear signals during the relay transition	Causes delays or awkward starts between groups	Plan a clear, visible signal
Minimal movement or low energy	Makes your performance look dull and unengaging	Use strong, expressive motions to keep the energy high
Talking or laughing during the routine	Distracts from the performance and shows lack of focus	Stay in character and support your team with focus

Planning

Answer the questions below.

1) Which body percussion sounds (stomps, claps, slaps) will your group use?

2) Describe what your starting and ending poses or movements look like?

3) How will we signal the next group rhythm in a way that's clear and creative?

4) What will your group do to make sure transitions between are smooth and not rushed?

Reflection

Answer the questions below.

1) What part of your group's performance went well, and why do you think it worked?

2) How did it help your performance using only your body (no music or props)?

3) How did this activity help you understand the concept of time in dance more deeply?

Word Search

Find the words in the word search.

Expression	Relay	Transition
Timing	Slap	Sequence
Stomp	Tempo	Rhythm
Percussion	Clap	Level
Body	Dance	Energy

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Rhythm Accuracy	No beat or no clear rhythm	Rhythm is mostly clear but not steady	Clear rhythm with good timing	Strong, accurate rhythm throughout
Use of Tempo	No tempo change	Tempo change attempted but unclear	Clear tempo change shown at least once	Tempo changes are smooth and add interest
Expression & Energy	Movements are energyless; unclear	Some expressive movements; energy inconsistent	Good use of energy; movements are mostly confident	Strong, confident energy enhances performance
Relay Transition	No clear signal to the next group	Transition is confusing	Clear transition that involves most of the group	Creative and smooth transition enhances the flow
Group Coordination	Group is uncoordinated or off-rhythm	Some coordination; occasional timing issues	Mostly coordinated; some timing issues	Fully coordinated; group works smoothly and stays in sync

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Game: Shape Charades Showdown

Objective What are we learning more about?

Students learn how to express ideas, emotions, and themes through body shape and movement. Using the dance concepts of body, relationship, and space, they will practise non-verbal communication and creative thinking in a fun, competitive form.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Word or theme cards
- ✓ Timer or stopwatch
- ✓ A whistle or signal for commands




Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin with a full-body warm-up where students explore shape-making using levels (high, medium, low) and directions (forward, sideways, backwards).
- 2) **Team Setup:** Divide the class into 3 groups and place each group in a different area of the room.
- 3) **Game Rounds:** One student from each group stands and draws a theme card (e.g., "storm," "celebration"). Each student silently creates a body shape or movement phrase to represent the idea while the others watch.
- 4) **Guess and Score:** Teammates have 30 seconds to guess the correct theme. If correct, the group earns 1 point. Only movement and shape are allowed—no talking or acting. The teacher judges and keeps score. Play several rounds until all members perform.
- 5) **Winning Round:** The group with the highest number of correct guesses wins the game. In case of a tie, each group nominates a "shape master" for one final challenge round.

Cards

Use body shapes and movements to show the ideas in the words below.



Jealousy	Confusion	Storm
Anger	Power	Waterfall
Sadness	Silence	Wind
Excitement	Balance	Tornado
Fear		Fire
Embarrassment	Freedom	Thunder
Calm	Teamwork	Pain
Pride	Growth	Victory
Love	Conflict	Ocean Wave
Shyness	Change	Snowfall

Activity: Poetry in Motion

Objective What are we learning more about?

Students will learn how to express mood, meaning, and imagery from poetry through a narrative choreographic structure, body movement, and spatial awareness, then they will create and perform a movement sequence that reflects the story or theme of a chosen poem.

Materials What do we need for our activity?

- ✓ A selection of short poems
- ✓ Open Space
- ✓ Speaker or music player (optional)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin with a body and space exploration warm-up. Have students move through the space using a variety of poses (curved, stretched, tight, loose) and levels (high, medium, low) while calling out some emotions like "lonely," "excited," to reflect them in their movement.
- 2) **Group Formation:** Divide the class into small groups and assign them poems to express in movement. Each poem should contain imagery, mood, or action that can be interpreted through movement.
- 3) **Poem Analysis:** Groups read the poem together, identifying key words, moods, and images. They discuss what the poem is trying to express and brainstorm how to show those ideas through movement.
- 4) **Choreography & Rehearsal:** Groups create a short dance with a beginning, middle, and end, including at least one repeated movement (motif) that reflects the poem's message. They rehearse their sequence, focusing on mood, body use, and creative space.
- 5) **Performance and Reflection:** Each group performs their dance for the class. After all performances, students reflect on their creative process, how they used movement to express the poem, and what they learned from the activity.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Mood and Feeling	Show the poem's feeling clearly through your body movements and facial expression.
Narrative	Create a dance with a clear beginning, middle, and end that shows the poem's story or idea.
Use of Space	Move through different areas and levels in the space to make your dance more expressive.
Repeated Movement (Motif)	Include at least one movement that repeats and represents a key image or idea in the poem.
Group Collaboration	Work with your group to develop, rehearse, and perform a dance that reflects shared ideas.

Tips

Apply the tips below to create a better narrative dance phrase.

Step	What to Do	Why It Helps
Read the Poem Aloud	Read slowly as a group, listening for mood, rhythm, and strong imagery.	Helps everyone understand the meaning and emotion of the poem.
Highlight Key Words & Images	Mark words that stand out, like "cold," "running," "light".	These words will guide your dance ideas and help tell the story.
Ask: "What is this poem feeling?"	Decide if the poem feels happy, sad, tense, peaceful, etc.	Understanding the emotion helps you choose the right style and movement.
Plan the Story (Beginning, Middle, End)	Decide what happens at the start, what changes, and how it ends.	Gives your dance a clear narrative that matches the poem.
Choose a Recurring Movement	Pick one simple move (e.g., reaching, turning, shaking) to repeat at key moments.	A repeated movement (motif) connects the dance to the poem's main message.
Use Body, Space, and Levels	Think about how to move (curved, sharp), where to move (high, low), and how much space to use.	Adds meaning and variety to the performance.

Planning

Answer the questions below.

1) What is the main idea or message of the poem?

2) What emotion do you feel when reading the poem?

3) Are there any words or phrases that stand out? What do they make you think of?

4) What movement could we repeat to show the idea (reaching for something, turning away, curling in)?

5) How can you show changes in emotion or story through directions, or body levels?

Poems

Create a narrative choreography for the poem below.

"Echoes in the Wind"

The wind arrives without a sound,
It sweeps through trees and sweeps the ground.
I stand alone, my shoulders still,
The air is thick, the world is chill.
A memory stirs beneath my skin,
A feeling that I'd locked within.
My heart twitches, my chest expands,
The breeze is now my quiet hands.
I turn, I spin—
The wind and I now dance again.
Each step recalls a moment lost,
A moment kept, a memory's crest.
I rise on toes, I fall to my knees,
My movement light, my breath is free.
The sky above, the ground below,
And all around, the echoes grow.
Then stillness falls, the dance is done,
The wind retreats, the silence won.
But in my chest the rhythm stays—
A voice that moves in quiet ways.

Poems

Create a narrative choreography for the poem below.

"Through the Shadows"

I walk a path of shifting light,
Where morning leans into the night.
Shades cast shapes across my way,
Silent dancers gone astray.

Each stroke is slow and wide,
Whispering at my side.
A hum beneath the ground,
A pulse I feel, not sound.

I reach for light, I hide,
My thoughts and breath no longer hide.
I'm part of something deep and vast,
No longer tethered to the past.

The wind leans in, it calls my name,
A whisper soft, yet not the same.

I turn and leap, then fall once more,
Becoming all that came before.

The path goes on—I do not fear.
The dark is close, but light is near.
And through my motion, I now see:
The shadows move and so do we.

Poems

Create a narrative choreography for the poem below.

"The Edge of Sound"

I stand where silence meets the day,

Breath held back, a step away.

The world is still, the sky is wide,

But something stirs I cannot hide.

A current runs through my knees,

A current carries the breeze.

I tip and sway, I spin—

The sound just blows out in.

Each step I take is a soul

A voice that circles all around.

My fingers hum, my shoulders ring,

My body starts to stretch and sing.

Then silence finds its way again,

Not heavy now, but more like wind.

And in that hush, I understand—

I move the sound with feet and hand.

Poems

Create a narrative choreography for the poem below.

"Underneath the Surface"

Beneath the calm, a ripple grows,
A silent shift that no one knows.
My fingers float, my shoulders dip,
At the pull, I start to slip.
The world above is bright and wide,
But down here, beneath the tide.
A thrum of a heartbeat held tight—
I stare below, a glow of light.
My body knows what it must extend,
I turn, I fold, I break and bend.
A memory moves through the deep,
Awake inside what once I slept.
Then upward now, I rise and rise,
The water clears, the silence dies.
I find my feet, I lift my chest,
My heartbeat slow, my spirit pressed.
The surface still, the sky is near,
But I remain with something clear—
That what I found beneath the blue
Is now a part of all I do.

Poems

Create a narrative choreography for the poem below.

"The Turning Light"

The sky begins a golden turn,
A glow that hums, a hush that burns.
Watch it spill across the floor,
A moment I've not felt before.

My shadow unfolds, I step through haze,
The shadows sing in quiet praise.
I turn, I breathe, I bend—
The light becomes a moving friend.

It circles me, it guides, it stays,
It shapes my path in endless ways.
I rise, then sink, then rise once more,
Each move more certain than before.

Then dusk arrives and wraps me tight
But still I move with fading light.
The glow may go, the day may fall—
Yet something deep still moves through all.

Reflection Chart

Fill in the chart about your group's performance.

Category	Your Thoughts
Strength	What we did well:
Challenge	What word for
Improvements	How we can do better next time

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Mood and Emotion	Emotion is not clear or consistent	Some emotion is shown, but not consistent	Mood is mostly clear through movement	Emotion is expressed clearly and effectively throughout
Narrative Structure	Structure is attempted but not fully developed	Structure is attempted but not fully developed	Clear beginning, middle, and end	Strong narrative flow that supports the poem's story or idea
Use of Space	Limited use of space and levels	Some variety in space and levels	Moves through space and uses levels effectively	Creative and dynamic use of space that enhances expression
Repeated Movement (Motif)	No repeated movement included	Repeated movement is clearly used	Clear motif appears more than once	Motif is meaningful and repeated effectively to support the poem
Group Collaboration	Little cooperation or group planning	Some teamwork shown, but roles may be unclear	Good collaboration with unified movement	Excellent collaboration; performance is unified, focused, and expressive

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Dancing in Pairs: Unity and Conflict

Moving Together and Apart

Duets in dance are more than just two people moving in the same way; they tell a story through how the dancers relate to one another. When dancers move in a way that shows unity, like they are connected or making the same move. When they move in opposite ways or lead and follow, it can show disagreement. These choices help the audience understand the emotions or theme without using any words.



Mirroring for Unity

In mirroring, two dancers face each other and copy each other's movement at the same time, like a reflection in a mirror. This creates a strong feeling of togetherness. For example, in the duet *Revelation*, the two dancers often move as if they are one body, showing support and harmony between them. Mirroring helps show deep connection, trust, and unity between dancers.

Canon and Opposition for Conflict

When dancers use canon, one person starts a move and the other follows a beat later. This can show change or separation. In the piece *PUSH* by Sylvie Guillem and Russell Maliphant, dancers often move one after the other or even pull away from each other to show emotional distance. Moving in opposite directions or using different timing can create tension or highlight differences between characters.

Questions

Answer the questions below.

1) What is canon in dance, and how can it be used to show conflict or change in a relationship?

2) What role does canon play in helping the audience understand the story in a duet performance?

True or False

Is the statement true or false?

1) Duet dances cannot show themes of unity or connection.

True

False

2) Known dances often use duet structures to tell a story or convey emotion.

True

False

3) Moving in opposition can help show tension or disconnection in a dance.

True

False

4) A lead-follow duet can help show teamwork and connection.

True

False

Making a Connection

Can you think of a time you worked closely with someone on a task or performance? How is that similar to dancing in a duet, following or lead-follow?

Activity: Mirror Image Duets

Objective What are we learning more about?

Students will learn how to build connection and contrast in a duet using mirror, opposition, and following techniques. They will explore how relationships in dance express unity, conflict, and harmony by creating a partner sequence with canon and shared movement roles.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Music with steady beat (optional)



Instructions How do we complete the activity?

- 1) **Warm-Up:** The teacher begins with simple movements for students to mirror, then asks them to respond with oppositions. Finish with a short canon activity to practise delayed timing.
- 2) **Partner Planning:** divide the class into pairs. Pairs should discuss to decide on their duet roles: who will lead and how they will include mirror, opposition, and canon.
- 3) **Inspiration Starter:** One student chooses and imitates a short movement phrase from a favourite dance or video they've seen. The other responds by mirroring, following, or performing an opposite version of the phrase.
- 4) **Choreography Creation:** Pairs build on the inspired phrase by adding movement using relationship techniques. Their dance must include mirror, opposition, canon, and a level or direction change.
- 5) **Rehearsal:** Pairs rehearse their duet, focusing on connection, timing, and use of space. Encourage eye contact, rhythm awareness, and body control.
- 6) **Performance and Reflection:** Each duet performs for the class. Afterward, students reflect on how their movement roles supported or contrasted each other, and how they used mirror, canon, and opposition to show their chosen relationship.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Mirror	Dancers show accurate mirror movements that reflect each other's shapes and timing.
Use Contrast	The duet includes opposite or contrasting movements that are intentional and easy to see.
Canon Timing	One dancer starts a movement and the other follows with a clear delay.
Level or Direction Change	Movements include at least one noticeable change in level or direction (left/right).
Partner Connection	Dancers stay connected on each other and move together with good timing and coordination.

Tips

Avoid the common mistakes below when creating your duet.

What to Avoid	Why It Matters
Moving without watching your partner	You might lose your connection, or miss an accurate mirror.
Rushing the canon part	The delay must be clear, or it will look like you're out of sync.
Repeating the same movement too much	It can make the piece feel flat or unfinished.
Ignoring levels or direction changes	The dance may look one-dimensional and miss the chance to show space and contrast.
Doing all the movement yourself	A duet should be shared—both dancers need to contribute equally.

Planning

Answer the questions below.

1) Which movement phrase will inspire your duet? How can you change or build on it creatively?

2) How will you use a mirror section in your dance? What kind of movements will be mirroring?

3) Where in your duet will you use contrasting opposite movements, and how will they show tension or change?

4) How will you use canon to show timing differences? What part of your sequence will work best for that?

5) What level (high, medium, low) and direction changes will you use to make your duet more dynamic?

Reflection Chart

Fill in the chart about your performance.

Category	Your Thoughts
Strength	What we did well:
Challenge	What we did for:
Improvements	How we can do better next time:

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Mirroring	No mirroring movement	Some mirrored movement, not clear	Mirroring is mostly clear and on time	Mirror movements are accurate and clearly reflected
Use of Contrast	No contrast	Some contrast but not consistent	Contrast is shown in at least one section	Strong, clear contrast adds meaning to the performance
Canon Timing	No use of canon	Attempt at canon but unclear	Canon is used with some timing control	Canon is smooth, timed well, and enhances the choreography
Level and Direction Change	Only one level or direction used	Some change in level or direction	Clear change in level or direction	Dynamic and creative changes in both level and direction
Partner Connection	No visible connection or awareness	Partners occasionally connect	Good connection and coordination	Strong connection and coordination throughout the duet

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Game: Movement Detective

Objective What are we learning more about?

Students will practice observation, group awareness, and expressive movement by copying a leader in a circle. They will explore how unity, focus, and small changes in movement can communicate leadership and connection within a group.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Timer or signal for changing leader
- ✓ Music with steady beat (e.g., classical, pop)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Lead a quick movement warm-up focusing on upper and lower body parts. Include waves, claps, head tilts, arm rolls, and step taps. Focus on small, repeatable movements.
- 2) **Group Setup:** Choose one student to be the detective. Have them step outside. The rest of the class forms a circle. One student is the leader.
- 3) **Start the Movements:** The leader begins doing simple body movements (e.g., hand circles, arm waves), which the whole group must copy. The leader should change movements subtly every few seconds.
- 4) **Detective's Turn:** The detective returns and watches closely to see if the leader is. The group must stay in sync to hide the leader's identity.
- 5) **Repeat and Rotate:** Once the detective guesses (correctly or not), a new detective is chosen. Repeat with a new leader each round. Add challenge by requiring movement to include different levels or pathways.
- 6) **Reflection:** Students reflect on how they tried to hide or not reveal the leader. Discuss how focus, timing, and attention to space helped the group stay connected.

Twists

Add these twists to enjoy the game more.

	How It Works
Movement to Music	Play a soft beat or instrumental track. All movements must stay in rhythm, adding challenge and energy.
Theme Rounds	Assign themes to the movements (e.g., animals, weather, sports). This boosts creativity and laughter.
Emotion Round	The leader chooses an emotion (e.g., excited, tired, nervous) and the movements must reflect that feeling.
Prop-Free Style	Students must incorporate everyday objects (e.g., bouncing a ball, using a comb or brushing hair) into their movements.
Level-Up Challenge	After a few rounds, require movement at different body levels (e.g., seated, kneeling, reaching high).

Reflection

Answer the questions below.

1) How did it feel to be the leader? What was challenging about leading without being obvious?

2) When you were a follower, what clues helped you figure out who the leader was (or made you think so)?

3) How did the group stay connected while moving together? What did you notice about timing or focus?

4) What did this game teach you about teamwork and paying attention to others in dance?

5) If you could play again, what would you do differently to either be a leader or observe more carefully?

Activity: Dance Mash-Up Collab

Objective What are we learning more about?

Students explore relationship and contrast in dance by blending two different styles (e.g., ballet and hip hop). They will learn how combining movement forms can highlight differences and create exciting, original choreography.

Materials What do we need for our activity?

- ✓ Open Space
- ✓ Access to music from different genres (optional)
- ✓ List of common dance moves



Instructions How do we complete this activity?

- 1) **Warm-Up:** Begin with a warm-up of movements from a few different dance styles (e.g., ballet arm positions, hip hop isolations, jazz walks). Highlight the differences in energy, control, and space use.
- 2) **Style Selection:** Divide the class into pairs or trios and randomly assign two dance styles for each of them.
- 3) **Exploration Session:** Students experiment with movements in both chosen styles. They try each style separately, then test transitions between them smoothly or sharply.
- 4) **Choreography Creation:** Groups create a short mash-up dance combining both styles. They should use contrast, a blended section, and a clear ending moment. Encourage changes in tempo, energy, or space use to highlight differences in movement styles.
- 5) **Rehearsal:** Students rehearse, focusing on smooth transitions, balance of styles, and teamwork. Encourage them to reflect on which style they're stronger in and how to support each other.
- 6) **Performance and Reflection:** Groups perform their mash-up piece for the class. Afterward, students reflect on how they used contrast and fusion, what was challenging, and how they worked as a team to create something new.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Connection	The dance shows distinct movements from both styles so the audience can tell them apart.
Smooth Transition	At least one part of the dance blends the two styles together in a creative and seamless way.
Effective Transitions	Transitions between styles are clear and help connect the choreography smoothly.
Use of Relationships	Dancers create connection through matching, mirroring, or using levels and space together.
Collaboration & Creativity	Group members contribute and show original ideas that reflect both chosen styles.

Tips

Apply the tips below to help create a good mash-up dance.

Focus Area	Tips to Succeed
Transition Between Styles	Think about how one movement so it flows naturally into the next style. Use a level change, or a pause to connect the two.
Blending Movements	Try to find similar shapes or rhythms between the two styles and combine them to create new movements.
Energy Matching	Notice if your styles are soft vs. strong or slow vs. fast. Match or contrast the energy of the movements to make the dance look smooth or exciting.
Start Simple	Begin with just one or two moves from each style. Once they feel comfortable, add more details or layers.
Practice Together	Watch each other closely during rehearsal. Fix timing or connection problems early so the fusion looks clean.

Dance Styles

Create a mash-up dance act from the styles below.

Dance	Description
	Energetic and grounded style with isolations, grooves, and freestyle movements.
Jazz	Expressive style with kicks, turns, and strong body lines.
Ballet Basics	Includes graceful arm and leg positions, balance, and pointe work.
Breakdance (Toprock)	Focuses on stylized movements like steps and arm grooves (power moves).
Afrobeats	High-energy dance with rhythmic footwork and strong beats.
Contemporary	Uses flowing, expressive movements with emotional storytelling.
Latin-Inspired	Simple salsa or merengue foot patterns, hip action, and rhythm.
Folk or Cultural	Includes traditional patterns or regional dances (e.g., circle or group dances).
Disco	Upbeat arm and foot patterns with catchy rhythm and repetition.
Line Dance	Easy-to-follow group steps that repeat in patterns (e.g., electric slide).

Name: _____

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Curriculum Connection
A1.2, A1.3

Reflection

Describe your most and least favourite parts of the activity along with your reasons.

PREVALENT

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clear Contrast of Styles	Styles are mixed but do not tell apart.	Some difference shown but not clear.	Each style is used with some distinction.	Clear, strong contrast between two distinct styles.
Smooth Fusion Section	Styles are mixed but look disconnected.	Styles are mixed but look disconnected.	Fusion is attempted and works in some sections.	Styles are blended creatively and smoothly in at least one section.
Effective Transitions	Transitions are missing or confusing.	Transitions are missing or confusing.	Most transitions are clear and help the flow.	Transitions are seamless and enhance the choreography.
Use of Relationship	Little or no interaction between dancers.	Some interaction or matching.	Clear use of relationship in parts of the performance.	Strong, consistent use of relationship to support the choreography.
Collaboration & Creativity	Limited teamwork; choreography feels rushed or copied.	Some group input; limited originality.	Group ideas are used in some sections.	All dancers contribute ideas; dance is original, thoughtful, and expressive.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Dancing with Emotion

What Is Abstract Dance?

Abstract dance is a style of movement that doesn't tell a clear story. Instead, it focuses on emotion, energy, and body movement to express ideas in a more creative way. Unlike a story, it doesn't show "walking a dog" or "opening a door." Abstract dance uses movement to make the audience feel something rather than see something specific.



Expressing Through Energy and Body

In abstract dance, dancers use body isolation—moving one part of the body while the rest stays still—and energy changes to express emotion. For example, sharp, quick movements can express anger or strength, while slow movements might show sadness or calm. A dancer might spin in place or stretch in different directions to show how they feel inside.

Famous Abstract Dance Examples

Famous dance works like Martha Graham's *Lament* use abstract movements to show deep emotions like grief. The dancer never tells a story with words or acting, but the shapes and energy of the body make the audience understand and feel the emotion. In Alvin Ailey's *Revelations*, body isolation and energy express powerful feelings of hope and struggle.

Why It Matters

Abstract dance gives dancers the freedom to explore emotions in a personal way. It invites the audience to think, feel, and connect with the performance in their own way—often more deeply than if the dance just told a story step-by-step.

True or False

Is the statement true or false?

1) Abstract dance focuses on telling a clear, step-by-step story.	True	False
2) Body isolation means moving every part of your body at the same time.	True	False
3) A sense of fluidity comes through slow, soft, and flowing movements.	True	False
4) Abstract dance always includes words or acting to help the audience understand the meaning.	True	False

Question

Explain how abstract dance gives more freedom in expressing feelings and ideas.

Word Scramble

Unscramble the words from the word bank.

WORD BANK		
CREATIVE	GRIEF	PERSONAL
SPIN	MEANING	STRETCH
ABSTRACT		

TINILOOSA		INPS	
CHESRTT		BTARSTAC	
FIERG		REITACEV	

Activity: Abstract Expression in Motion

Objective

What are we learning more about?

Students will explore how body isolation and energy variation can express emotions in a creative way. They will learn to connect movement and music through abstract dance.

Materials

What do we need for our activity?

- ✓ Open Space
- ✓ Instrumental Music (e.g., calm, intense, joyful, eerie)



Instructions

How do we complete this activity?

- 1) **Warm-Up:** Start with a short warm-up that includes isolating different body parts (head, shoulders, hips, arms), levels (high, low), and slow-to-fast movement. Focus on moving with intention and control.
- 2) **Music Listening & Mood Mapping:** Play a short instrumental track with different moods. Ask students to close their eyes and listen carefully. At the end of each track, students jot down how the music made them feel (e.g., tense, peaceful, excited).
- 3) **Movement Exploration:** Students explore movement based on one mood they wrote. They must include body isolations and experiment with energy variation (e.g., sharp vs. smooth, light vs. heavy).
- 4) **Choreography Creation:** Students create a 16-count abstract movement phrase based on their selected mood. They should focus on emotional expression, not literal gestures.
- 5) **Performance and Reflection:** Students perform their phrases individually. Afterward, they reflect on what emotions they tried to express, what movement choices they made, and how energy and isolation helped share that emotion.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Emotion Expression	Movements clearly reflect the chosen emotion or mood from the music.
Body Isolation	Student uses at least one isolated movement (e.g., only arms, head, or hips).
Energy Variation	Dance includes a change in energy (e.g., sharp to smooth, fast to slow).
Creativity in Movement	Movements are abstract and imaginative, not literal or story-based.
Focus and Intention	Student performs with concentration and purpose throughout the piece.

Tips

Use the tips below in your dance performance.

Tip	How It Helps
Let the music guide your movement	Listen closely to the emotion of the music—it can inspire how you move.
Focus on one emotion at a time	Choosing a single mood (joy, fear, etc.) makes your dance clearer.
Try moving one body part first	Isolating movement (like just your arms or legs) can spark new ideas.
Mix fast and slow movements	Changing energy keeps your dance interesting and expressive.
Don't copy a story—create a feeling	Abstract dance is about emotion, not acting out a scene—use movement creatively.

Group Assessment

Rate your own performance.

Criteria	Rating Description	Rate (Colour the stars)
Energy and Expression	My movements clearly showed the emotion or mood I heard in the music.	☆ ☆ ☆ ☆ ☆
Body Isolation	I moved at least one isolated body part (e.g., arms, head, legs) with control.	☆ ☆ ☆ ☆ ☆
Energy Variation	My dance changed energy (e.g., sharp to smooth or strong to gentle) to match the music.	☆ ☆ ☆ ☆ ☆
Creativity in Movement	My movements were abstract and original—not literal storytelling—and showed imagination.	☆ ☆ ☆ ☆ ☆
Focus and Intention	I stayed focused and performed my dance with clear purpose and attention from start to finish.	☆ ☆ ☆ ☆ ☆
Musical Connection	I moved in a way that matched the rhythm, mood, or structure of the music I was given.	☆ ☆ ☆ ☆ ☆
Smooth Transitions	I moved between ideas or steps smoothly, without pauses or confusion in my performance.	☆ ☆ ☆ ☆ ☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Emotional Expression	Movement has little connection to the music	Some emotional connection, but not clear	Clear connection between movement and music mood	Strong, expressive movement that matches the music's emotion
Body Isolation	No isolation on own	One attempt at isolation, but not clear	One clear isolation (e.g., arms, head)	Multiple, controlled isolations that support expression
Energy Variation	Movement is flat with no change in energy	Minor change in speed or force	Clear energy change at one point	Dynamic variation in speed and force throughout
Creativity in Movement	Movements are basic or copied	Some attempt at creative movement	Movements are creative but literal	Creative, abstract movement that shows originality
Focus and Intention	Unfocused or distracted performance	Some effort to stay focused	Movement is clear and intentional	Fully focused, intentional and expressive performance

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Exploring the Chinese Ribbon Dance

What Is the Chinese Ribbon Dance?

The Chinese Ribbon Dance is a traditional art form that began thousands of years ago in China. It was first seen in royal courts and palaces and later became popular in parades and festivals. The dance is often used to celebrate holidays and tell cultural stories.



How the Dance Is Performed

In this dance, performers use their whole bodies—especially their arms and shoulders—to move the ribbon in waves, loops, and spirals. The ribbons are often attached to sticks, helping dancers create big shapes in the air. Movements are smooth and flowing, with dancers moving in curved or circular patterns. Timing and control are important, so the ribbon keeps moving without dropping.

Meaning and Style

The Chinese Ribbon Dance is more than just movement—it shows emotions and tells stories. The ribbon's flow can express joy or sadness. Ribbon colours have meaning too; for example, red may stand for happiness and gold can mean good luck. The music usually has a steady rhythm and a joyful or calm mood.

Cultural Importance

This dance has roots in ancient Chinese culture and continues to be performed around the world today. It reflects the values of balance, harmony, and beauty. Learning about the Chinese Ribbon Dance helps us appreciate how movement, tradition, and culture are connected through the art of dance.

Questions

Answer the questions below.

1) Why is timing and control important when dancing with ribbons?

2) What do different colours represent in the Chinese Ribbon Dance?

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) The Chinese Ribbon Dance began _____ thousand years ago in _____.
- 2) The dance reflects values such as _____, _____, and beauty.
- 3) Dancers use their _____ and should _____ the ribbons.
- 4) The music usually has a steady _____ and a _____ or calm mood.
- 5) The ribbons are often attached to _____ to create big shapes.

True or False

Is the statement true or false?

1) The Chinese Ribbon Dance is a modern dance that started in the 2000s.	True	False
2) The dance is usually performed in silence without any music.	True	False
3) Chinese Ribbon Dance is often performed at festivals and celebrations.	True	False
4) Dancers do not need to use their whole body in this dance style.	True	False
5) The dance movements are usually sharp and quick to express anger.	True	False

Activity: Ribbon Dance Reflections

Objective What are we learning more about?

Students will learn how props, energy, and movement style work together in traditional cultural dance forms. They will observe and reflect on how space, rhythm, and body use in the Chinese Ribbon Dance express celebration, unity, and cultural identity.

Materials What do we need for activity?

- ✓ Introduction about Chinese Ribbon Dance
- ✓ Video of a Chinese Ribbon Dance performance
- ✓ Observation Checklist



Instructions How do we complete the activity?

- 1) **Introduction & Context:** Begin with a short background about the Chinese Ribbon Dance—its cultural origins, connection to tradition, and storytelling through props and flow.
- 2) **Watch the Performance:** Tell the students that they will be watching selected video of a Chinese Ribbon Dance. Ask them to observe specific elements such as the use of ribbons, music tempo, symmetrical shapes, and overall emotion.
- 3) **Observation Checklist:** As they watch, students use a checklist to record features they notice: flowing quality, use of space, shapes, and prop use.
- 4) **Group Discussion:** After viewing, students share their observations and discuss the meaning and emotion conveyed in the performance.
- 5) **Reflection:** Students complete a short written reflection on what they learned from the performance and how movement and tradition are connected.

Checklist

Check off the elements you observe in the Chinese Ribbon Dance video.

Dance Element Description	✓	X
The dancer uses the ribbon as part of the performance, not just as a prop.		
Movements are fluid and smooth, matching the graceful style of the dance.		
The dancer shows clear body shapes with balance and control.		
The dancer moves to the rhythm and tempo of the music.		
The performance shows emotion, such as celebration, joy, or peace.		
The dancer changes direction and timing throughout the performance.		
The ribbon creates patterns in the air that enhance the mood or story of the dance.		
The performance feels calm, steady, and expressive.		
The dance reflects tradition or culture through music, movement, or costume.		
The dancer stays focused and moves with purpose throughout the performance.		

Questions

Answer the questions below.

1) Which part of the performance stood out to you the most? Why?

2) How did the dancers use different levels during the performance?

Word Search

Find the words in the

Ribbon	Gold	Performer
Spiral	Culture	Emotion
Harmony	Rhythm	Story
Dance	Flow	Celebrate
Tradition	Festival	Balance

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

Dancing the Métis Jig

What Is Métis Jigging?

Métis jigging is a fast and joyful dance that mixes First Nations and European dance forms. It began in the 1800s in Canada, blending the fiddle music and footwork of French jigs with Indigenous rhythms. This mix created a unique style that reflects the Métis people's mixed heritage.



How It's Danced

This dance focuses on fast footwork and rhythm. Dancers keep their upper bodies still while moving their feet quickly. The most famous version is the "Red River Jig." Often, dancers take turns trying to outdo each other with fun and fancy steps, adding a playful, competitive feel.

Why It Matters

Métis jigging is more than just a performance—it's a celebration of culture and history. It shows how different traditions can come together to create something new. The dance is often performed at community gatherings, festivals, and ceremonies to celebrate Métis identity.

Dance and Culture

Learning about Métis jigging helps us understand how dance connects to culture and community. The music, movement, and energy tell a story of pride and celebration. Whether watching or trying the steps, we can see how dance is used to keep tradition alive in a fun and powerful way.

Multiple Choice

Circle the letter that contains the correct answer.

1) What two cultural styles are blended in Métis Jigging?

- A. African and European C. Asian and South American
B. European and Inuit D. Inuit and Caribbean

2) What is the most well-known version of Métis Jigging?

- A. Northern Style C. Red River Jig
B. Prairie Waltz D. Métis Tap Dance

3) What part of the dancer's body is usually most active during Métis Jigging?

- A. Arms C. Feet
B. Hands D. Head

Questions

Answer the questions below.

1) In your own words, describe what Métis Jigging is and where it comes from.

2) What makes Métis Jigging different from other dances you've learned or seen?

3) Why do you think the Métis people continue to perform this dance today?

Activity: Métis Jigging Reflections

Objective What are we learning more about?

Students will observe how cultural blending is expressed through traditional Canadian dance. They will observe and reflect on how rhythm, footwork, space, and music come together in Métis jigging to share cultural pride, community, and connection.

Materials What do we need for our activity?

- ✓ Video of a Métis Jigging Performance
- ✓ Observation Checklist



Instructions How do we complete the activity?

- 1) **Introduction & Context:** Explain that students will be watching a traditional Canadian dance called Métis jigging. They will observe how dancers use rhythm, footwork, music, and space to express cultural identity and joy. They will record their observations using a checklist and write reflections afterward.
- 2) **Watch the Performance:** Play the Métis jigging performance for students to pay attention to rhythmic changes, repeated patterns, footwork, fiddle music, and how the dancers use space and interaction.
- 3) **Observation Checklist:** As they watch, students use a checklist to record what they notice about timing, energy, body movement, and sound of the dance.
- 4) **Group Discussion:** After watching, students share their observations and compare what they saw. They discuss how the dance communicated joy, history, and identity.
- 5) **Reflection:** Students write a short reflection about what they learned from the dance and how it shows cultural blending through movement and music.

Checklist

Check off the elements you observe in the Métis Jigging Dance video.

Dance Element Description	✓	X
The dancer shows fast, precise footwork throughout the performance.		
The rhythm of the dancer's work matches the beat of the fiddle or other music.		
Movements show repetition and variation to keep the dance interesting.		
The dancer shows energy and confidence, especially during fast-paced sections.		
The group or solo dancer moves smoothly through space, showing direction or pathway changes.		
The performance shows feelings like celebration or pride.		
The dancer uses timing and rhythm to show contrast or build energy.		
The dance includes parts that reflect cultural blend or storytelling.		
Group formations or solo moments are well organized and easy to follow.		
The dancer maintains strong focus and keeps movement steady and clear.		

Questions

Answer the questions below.

1) What did you notice most about the way the dancers used their feet and timing?

2) How did the dancers use the energy and feeling of the dance?

3) What emotions or messages do you think the dancers were trying to share?

Word Scramble

Unscramble the words from the word bank.

WORD BANK

FOOTWORK

UNITY

MUSIC

JIGGING

FIDDLE

TIMING

RHYTHM

GMITIN

IJGIGGN

LEFIDD

ULCUETR

YIUNT

NPTETAR

Activity: Blinding Lights Remix

Objective

What are we learning more about?

Students explore theme and variation in dance by performing and modifying a popular routine. They practise coordination, timing, and creativity while working in small groups.

Materials

What do we need for our activity?

- ✓ Open Space
- ✓ “Blinding Lights” dance routine (for reference)
- ✓ Music tracks with similar tempo



Instructions

How do we complete the activity?

- 1) **Warm-Up & Demo:** Begin with a full-body warm-up, then teach the “Blinding Lights” dance and break it down step-by-step. Practice the routine as a class, focusing on timing and accuracy.
- 2) **Group Practice:** Divide into groups of 3–4. Each group practices the full routine until they can move in sync with the music.
- 3) **Create a Variation:** Each group chooses one section of the routine to change. They apply a variation by adjusting level, speed, direction, or formation to give the dance a new effect.
- 4) **Rehearse & Perform:** Groups insert their variation and rehearse the new version. Then, each group performs their remix twice—once with the original song and once with a different song of similar tempo.
- 5) **Reflection:** After the performances, students reflect on what variation they used, how the music affected the feeling, and how they collaborated as a team.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Timing	Dancers move in sync with the music and with each other throughout the routine.
Creative Variation	Group includes a clear, interesting change in movement that fits the original dance.
Musical Interest	Remix version reflects the feeling or style of the new music choice.
Movement Accuracy	Original moves are performed clearly and with control during variation.
Teamwork and Focus	Group members cooperate, practise equally, and support one another during the activity.

Tips

Apply the tips below to help you create a remix of the Blinding Lights dance.

Tip	How it helps
Practise the original routine first	Helps your group feel confident and in sync before adding changes.
Choose only one part to change	Keeps your remix clear and focused without making it too complicated.
Match your variation to the beat	Makes your new moves feel smooth and connected to the music.
Try the new song early in practice	Gives your group time to adjust movements to fit the feeling of the remix.
Support each other in rehearsal	Encouraging your teammates builds teamwork and makes your performance stronger.

**Performance Review
Chart**

Write a short review of your group's experience about the performance.

Category	Detail
Best Moments	
Biggest Challenge	
What we Learned	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Timing and Coordination	Not on beat and out of sync	Mostly on beat but with timing slips	On beat with minor errors	Strong rhythm and synced coordination throughout
Creative Variation	No variation	Basic change included	Variation fits and adds interest	Variation is creative, well-placed, and enhances the routine
Musical Interpretation	Music does not match movement	Music fits but not style or mood	Music supports the dance idea	Music strongly enhances and reflects movement and style
Movement Accuracy	Sloppy or unclear execution	Some moves that are messy or inconsistent	Most original moves are clearly shown	All original moves are clear, steady, and well controlled
Teamwork and Focus	No cooperation or visible team effort	Some effort to support one another	Group works well together	Strong teamwork and focus; all contribute and support each other

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**