



Workbook Preview



Ontario – Arts Curriculum

Grade 8 – Dance

	Learning Experiences	Pages
A1.1	Create dance pieces to respond to issues that are personally meaningful to them	7-10, 28-32, 75-76
A1.2	Use dance as a language to communicate messages about themes of social justice and/or environmental health	14-17, 66-70, 77-81, 92-94
A1.3		7-10, 21-24, 2, 6, 7, 105
A1.4		1,
A2.1		7, 01,
A2.2	Analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them and explain how they help communicate meaning	8, 12, 18, 19-24, 26-32, 34-40, 42-47, 49-50, 57-62, 64-65
A2.3	Identify and give examples of their strengths and areas for growth as dance creators, interpreters, and audience members	11, 18, 25, 33, 36-41, 48, 56, 63, 71, 82, 88, 98, 102, 106
A3.1	Describe how social, political, and economic factors influenced the emergence and development of a dance form or genre of their choice	51-55
A3.2	Identify a variety of types of dances and relate them to their different roles in society	51-55, 89-91

Preview of 15 activities from this unit that contains 27 activities in total.

Dancing Through Emotions

Introduction: Emotions in Motion

Dance is a way to show feelings. Whether we're happy, sad, or angry, our emotions can shape how we move. Tempo, rhythm, and energy are three important parts that help us express emotions.



Tempo: The Speed of Feeling

Tempo is the speed of movement. A fast tempo can show happiness, energy, or excitement. A slow tempo can show sadness, calmness, or deep thinking. Dancers may move slowly to show peace or energy and quickly to express energy or joy.

Rhythm: The Beat of Emotion

Rhythm is the pattern of beats in music or movement. A steady rhythm feels controlled and confident. An uneven or broken rhythm can show surprise, confusion, or tension. Pauses or off-beat steps might reflect strong emotions like anger or joy.

Energy: The Power Behind Movement

Energy is the force used in each movement. Strong, sharp movements often show anger, fear, or power. Light and smooth movements show peace, sadness, or joy. Dancers use different energy levels to match the feelings they want to share.

Conclusion: Letting Movement Speak

Through tempo, rhythm, and energy, dancers turn emotions into movement. These elements help audiences feel connected to the performance. When dancing, think about how your choices can help others understand what you're feeling—without saying a word.

Questions

Answer the questions below.

1) How can a change in tempo affect the mood of a dance performance?

2) What kind of movement could you use to express peace in a dance?

3) In your own words, explain why energy is important in communicating feelings through dance.

Multiple Choice

Circle the letter that comes closest to the correct answer.

1) Which of the following best describes rhythm in dance?

- A.** The number of steps a dancer uses **C.** The amount of space a dancer covers
B. The pattern of beats in music or movement **D.** The shape of a dancer's body

2) How can a dancer show anger or power using energy?

- A.** By pausing often **C.** By staying still
B. With slow, smooth movements **D.** Through sharp, strong movements

3) What emotion is usually shown through a slow tempo in dance?

- A.** Excitement **C.** Sadness
B. Joy **D.** Anger

Activity: Emotional Waves

Objective

What are we learning more about?

Students will explore Time and Energy by choreographing a solo dance that reflects an emotional journey (e.g., anxiety to confidence). They will use tempo changes, stillness, and energy shifts to communicate emotional highs and lows through movement.

Materials

What do we need for our activity?

- ✓ Open dance space
- ✓ Music device (instrument or music track)
- ✓ Dance journal or plain sheet of paper
- ✓ Timer or metronome app



Instructions

How do we complete the activity?

- 1) **Warm-Up:** Start with a full-body energy warm-up including both sharp and smooth movements to explore different poses and energy levels.
- 2) **Emotion Planning:** Choose two emotions that show an emotional journey (e.g., nervous to confident). Write a few sentences in your journal about this shift.
- 3) **Music Choice:** Pick music that reflects your emotions and includes a change in tempo or mood.
- 4) **Choreography:** Create a solo dance that includes:
 - One moment of stillness
 - A tempo change (slow to fast or vice versa)
 - Two types of energy (e.g., strong/sharp and soft/smooth)
 - Start and end poses that show each emotion
- 5) **Optional Twist:** Create two frozen shapes to show your start and ending emotions.
- 6) **Practice and Feedback:** Practise your routine. Pair with a classmate to exchange one piece of feedback on emotional clarity.
- 7) **Performance and Reflection:** Perform your solo. Afterward, write a short reflection on how you used tempo and energy to express your emotions.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Chooses Emotions	Selects two distinct emotions and explains their personal connection.
Uses Tempo	Shows clear changes in movement speed to match shifts in emotion.
Demonstrates Energy and Control	Uses different energy levels (e.g., soft vs strong) to express a personal range.
Includes Stillness and Shape	Includes at least one moment of stillness and two body shapes for emotional impact.
Performs with Expression and Focus	Performs with facial expression, strong presence, and full commitment to the story.

Tips

Apply the tips below to create a solo dance performance.

Tip	Why It Helps
Choose emotions that matter to you	Real feelings lead to more powerful and honest movement.
Start or end your dance with stillness	Stillness creates tension, emotion, or create a dramatic effect.
Use music that matches your journey	The right song helps tell your story and guides your tempo changes.
Think about how your body shows emotion	Open shapes can show confidence, while closed shapes can show fear or stress.
Don't be afraid to exaggerate movement	Bigger movements help you tell your story and see your emotion.
Use tempo to show change	Speeding up or slowing down your movement helps show emotional shifts.
Practise transitions between movements	Smooth transitions make your dance feel more connected and intentional.
Add your own style	Personal touches make your dance unique and meaningful to watch.

Planning

Answer the questions below.

1) What two emotions will you show in your dance?

2) Why did you choose these emotions? Have you experienced this emotional journey?

3) What type of music or song could you use to show these emotions? Why?

4) Is there a moment in your story that feels like a turning point? How might you show it through movement?

5) How could you show this change using movement (e.g., level changes, lifts, tempo changes)?

Reflection

Answer the questions below.

1) Which part of your performance best showed your emotional journey? Why?

2) What was your challenge in creating or performing this solo? How did you work through it?

3) What did you learn about yourself through this activity?

Word Search

Find the words in the

Emotion	Shift
Movement	Tempo
Stillness	Energy
Journey	Shape
Transition	Solo
Choreography	Contrast

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

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clarity of Emotions	Emotions were not clear	Chose emotions but hard to recognize in movement	Emotions mostly clear throughout	Emotions clearly shown and easy to identify
Tempo and Energy Use	Changes in tempo/energy were not used	Attempted changes but inconsistent	Used some tempo/energy changes effectively	Clear and smooth tempo and energy shifts used intentionally
Stillness and Shape	No stillness or shape was used	Used either stillness or shape, but not both	Used both but not fully expressive	Used stillness and two expressive shapes with confidence
Movement Quality	Movements were small or unfocused	Movements were not shown; movement lacked control	Used effort and focus throughout the time	Strong, expressive, and well-controlled movement throughout
Performance Focus	Distracted or off-task	On-task sometimes; focus faded	Focused on performance	Fully focused and committed from start to finish

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

Dance with a Message

Dance as a Voice for Change

Dance has been used for more than just movement. Throughout cultural history, people have used dance to send messages, tell stories, and stand up for what they believe in. In many communities, dance plays a powerful role in promoting social and environmental changes.



Standing Up Through Dance

In the past, dancers have used their performances to protest injustice, share cultural pride, or raise awareness. For example, during the civil rights movement, African American artists used dance to speak out against racism. In Indigenous communities, traditional dances continue to protect and celebrate their culture. Dance is often performed at protests, rallies, or public gatherings because it grabs attention and touches people's emotions.

Multimedia and the Modern Stage

Today, technology helps dancers spread their messages. Short videos on social media, online performances, and digital art have allowed people to see powerful dances from anywhere in the world. One short clip can inspire thousands of viewers to learn more about a cause. Music, visuals, and voiceovers added to dance videos make the message stronger and more moving.

Conclusion: The Power of Dance

Dance is not just something we do for fun—it can be a tool for change. Whether on stage, in the streets, or on screens, dance continues to be a voice for justice, the Earth, and the future.

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Dance has been used throughout history to promote _____ and _____ causes.
- 2) They share their messages widely using _____ tools like social media and _____.
- 3) Using _____ in a dance video can make the message _____.
- 4) Dance can be performed in many places like stages, _____, or online.

Matching

Match the items on the left with its correct description or related item on the right.

Civil rights movement

Multimedia tools

Indigenous communities

Tools or resources used to protect land, water, and community

Technology like social media and video that help spread messages worldwide

Dance is protest against racism and injustice since the 1960s

Word Scramble

Unscramble the words from the word bank.

WORD BANK

PROTEST
MOVEMENT
INJUSTICE

AWARENESS
MULTIMEDIA
ENVIRONMENTAL

ACROSS

DOWN

HIDE

DIMTEMUIAL

UTLRCEU

ERWSNASAE

SEGAEMS

TRSOETP

GOOLECYNTH

Activity: Dance for the Planet

Objective What are we learning more about?

Students will learn how dance can express environmental concerns by using movement and body shapes. They will work in groups to create a performance that shows both a problem (e.g., pollution) and a solution (e.g., restoration) through body shapes, relationships, and visual effects.

Materials What do we need for our activity?

- ✓ Open space for group movement
- ✓ Projector or LED light (optional: coloured filters or images)
- ✓ Music or soundscape (optional: nature sounds or environmental change)
- ✓ Props made from recycled materials (optional)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin with a group-based warm-up using body shapes and levels. Explore building symmetrical and asymmetrical formations.
- 2) **Group Formation:** In small groups (3–5), choose an environmental issue (e.g., pollution, wildfires) to represent through dance.
- 3) **Planning:** Decide how to show both the **problem** and a **possible solution**. Sketch one symmetrical and one asymmetrical formation.
- 4) **Add Technology:** Pick a visual effect (e.g., projected images, coloured lighting, shadows) to support the message and plan when to use it.
- 5) **Choreography:** Create a 30–60 second group piece with:
 - One symmetrical shape
 - One asymmetrical shape
 - A clear shift from problem to solution
 - Visual tech or lighting change
- 6) **Rehearse:** Practise your dance and give peer feedback. Focus on message clarity, timing, and use of technology.
- 7) **Perform & Reflect:** Perform your piece. Reflect on how your movement and visuals worked together to express your environmental theme.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Shows Environmental	Dance clearly shows both the problem, and a hopeful solution related to the environment.
Uses Symmetrical and Asymmetrical Shapes	Includes at least one symmetrical and one asymmetrical group formation.
Integrates Technology Effectively	Uses lighting, projections, or visual tools in a way that supports the message.
Works as a Team	Collaborates respectfully, shares ideas, and moves in a group.
Performs with Focus and Intent	Moves clearly, with clear energy, and intention in each movement from start to finish.

Do's & Don'ts

Apply these do's and don'ts to make your performance better.

✓ Do	✗ Don't
Use clear shapes and movements to show your message	Don't rush through your choreography without thinking enough
Work together and listen to your group members	Don't let one member dominate or take over the place
Match your energy to the emotion of each part of your performance	Don't keep the same energy throughout if the message is changing
Use lighting or visuals in a way that supports your story	Don't add technology that doesn't connect to your message
Practise your transitions between formations and scenes	Don't switch formations randomly without purpose
Stay focused and perform with expression	Don't laugh, break character, or act distracted during your performance

Planning

Answer the questions below.

1) What environmental issue will your group focus on?

2) What movements or poses can represent the “problem” part of your dance?

3) How will you show the “hopeful” part of the story?

4) Where will you include symmetrical and asymmetrical shapes? Why?

5) What visual effect (e.g., lighting, projected images) will you use?

6) How will your group make smooth transitions between each scene?

Group Assessment

Rate other group's performance.

What is your name? _____		
Which group's performance are you assessing? _____		
	Rating Description	Rate (Colour the stars)
Environmental Message	Group clearly showed both environmental problem and solution using movement and visuals.	☆ ☆ ☆ ☆ ☆
Shape & Formation Use	Group used symmetrical and asymmetrical formations to help tell the story effectively.	☆ ☆ ☆ ☆ ☆
Visual/Tech Integration	Lighting, projection, and effects supported and helped communicate the message.	☆ ☆ ☆ ☆ ☆
Group Coordination	Group members moved in sync, shared space well, and maintained timing throughout performance.	☆ ☆ ☆ ☆ ☆
Movement & Energy	Movements were expressive, matched the message, and showed effort and control.	☆ ☆ ☆ ☆ ☆
Creativity & Originality	The dance showed creative ideas in both choreography and use of visuals.	☆ ☆ ☆ ☆ ☆
Teamwork & Participation	All members contributed actively and worked together respectfully.	☆ ☆ ☆ ☆ ☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Environment Message Movement		Showed one part (problem or solution)	Showed both parts but not clearly	Clearly showed both problem and solution through dance
Shapes & Formations	No shapes used	Tried 1 shape but hard to recognize	Used both shapes with some clarity	Clear symmetrical and asymmetrical shapes used well
Visual Effects	No tech used or unclear	Tech used but not related to the message	Tech helped support the message	Tech strongly supported and enhanced the performance
Team Coordination	Off-task or not working together	Some group members worked together	Group mostly worked in sync	Group stayed in sync and supported each other well
Energy & Movement Quality	Low energy or unclear movement	Some effort shown with mixed control	Good energy and control	Strong energy, expressive movement, and full control

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

When Stillness Speaks

Frozen Moments in Dance

In dance, we often think about movement—but stillness can be just as powerful. These frozen poses, also called “shapes” or “statues,” are moments when dancers stop moving and hold a position. They are often used to tell a story, express an emotion, or highlight an important part of a performance. A frozen pose can show tension, show a relationship, or give the audience time to reflect.



Using Poses to Show Emotion and Story

Frozen poses can show fear, sadness, happiness, depending on how the body is shaped. A dancer curled into a ball can show loneliness. A dancer reaching upward with strong arms and legs can show hope or power. These shapes help the audience understand what the dancer is feeling, even without words. Groups of dancers can also use frozen shapes to create scenes, like a tree, a crowd, or a broken wall.

Famous Examples on Stage

In many well-known dances, frozen shapes play a key role. For example, in *Revelations* by Alvin Ailey, dancers pause in powerful shapes that express deep emotion and strength. In contemporary performances, frozen tableaux (group poses) are often used to mark key moments or endings. These moments are often the most memorable parts of the performance.

Conclusion: Movement in Stillness

Frozen shapes remind us that dance is not just about motion—it's about meaning. By choosing the right shape at the right moment, dancers can speak volumes without moving at all.

Multiple Choice Circle the letter that contains the correct answer.

1) What do frozen shapes help the audience do?

- A. Take a break during the performance
- B. Understand the dancer's facial expression
- C. Watch the music being played
- D. Feel and understand the dancer's story or emotion

2) Which famous dance was mentioned in the report as using frozen shapes?

- A. The Nutcracker
- B. Revelations by Alvin Ailey
- C. Swan Lake
- D. Thriller by Michael Jackson

3) What is one reason frozen poses are used in group dances?

- A. To take turns performing as a group
- B. To hide mistakes
- C. To create a scene or symbol as a group
- D. To help dancers to remember choreography

Questions Answer the questions below.

1) What is a frozen pose in dance, and how can it be used to tell a story?

2) Describe a moment in a dance performance where a frozen pose had a strong impact on you. What made it memorable?

Activity: Tableaux for Change

Objective What are we learning more about?

Students work in groups to create a dance piece made up of five frozen tableaux (frozen poses) that express a social issue. The tableaux will be connected by transitions (movements) that explore timing, body shapes, and use of space to tell a clear, meaningful story.

Materials What do we need for our activity?

- ✓ Open rehearsal space
- ✓ Music device (optional)
- ✓ Printed list of sample social issues (e.g., racism, bullying, mental health, poverty, climate change)
- ✓ Timer (for rehearsal time)



Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin with a physical warm-up that explores expressive shapes, levels, and quick/freezing transitions. Include exercises that shift between stillness and motion.
- 2) **Choose a Social Issue:** In groups of 4–6, choose a topic that your group wants to explore (e.g., discrimination, homelessness, peer pressure). Make sure your whole group understands what the issue is about.
- 3) **Plan Your Tableaux:** As a group, decide on five key moments that represent your chosen issue. For each moment, plan a frozen pose that clearly expresses emotion or meaning using levels, body shapes, and group spacing. Make sure each tableau is bold, expressive, and easy for the audience to interpret.
- 4) **Add Transitions:** Create smooth, meaningful movements to connect the tableaux. Use different speeds, directions, and levels to reflect emotional shifts in the story you are telling. Your transitions should feel intentional, planned or random.
- 5) **Challenge Twist (Optional):** Include a final tableau that offers a **message of hope or action** related to your issue. Think of it as a “what now?” moment for your audience.
- 6) **Rehearse & Perform:** Practise your sequence with attention to timing, clarity of shapes, and emotional energy. Perform your piece for your class, holding each freeze for 5 seconds.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Tableaux	Each freeze frame clearly shows a strong idea, emotion, or message.
Smooth Transitions	Movements between tableaux are smooth, meaningful, and connected to the story.
Use of Levels and Spacing	Each tableau includes a variety of body levels and expressive shapes.
Group Collaboration	Group members work together respectfully and share focus on the performance.
Expressive Performance	Students use facial expressions, energy, and timing to bring their story to life.

Tips

Apply the tips below to create a strong dance performance.

Tip	How It Helps
Freeze with purpose	Strong, confident stillness in a pose makes your message clearer and gives the audience time to reflect.
Use your whole body	Express emotions through your arms, posture, and face. Full-body expression makes each pose more powerful.
Make transitions count	Don't just move randomly. Show emotional changes or link one moment to the next smoothly.
Vary levels and spacing	Including low, medium, and high poses and varying your spacing adds visual interest and depth to your story.
Support each other	Listen to group ideas, give feedback kindly, and work together to make sure every member is part of the presentation.
Hold each pose long enough	Staying still for at least 5 seconds gives the audience time to absorb the image and its meaning.
Choose bold and readable shapes	Avoid small or unclear gestures—use big, open shapes that the audience can easily see and understand.
Match energy to emotion	Use high energy for anger or urgency, and slow, gentle movement for sadness or reflection to deepen impact.

Social Issues

Choose from the list of social issues below.

Social Issue	Description
Racism	Unfair treatment of people based on their race or skin colour.
Bullying	Repeated teasing, threatening, or hurting someone on purpose.
Mental Health	Challenges people face with emotions, stress, anxiety, or depression.
Poverty	When people don't have enough money for basic needs like food, shelter, or clothing.
Climate Change	Changes to Earth's weather that harm people, plants, and animals.
Gender Equality	Fair treatment and rights for all genders.
Homelessness	When a person doesn't have a safe or stable place to live.
Peer Pressure	Feeling pushed to do something just to fit in or be accepted by others.
War and Conflict	Fighting between groups or countries that causes harm and suffering.
Access to Education	Some people can't go to school because of poverty, conflict, or other barriers.
Body Image and Self-Esteem	Struggles with how someone sees their body or feels about themselves.
Online Safety / Cyberbullying	Harmful behaviour using phones or the internet, like spreading rumours or threats.
Discrimination	Unfair treatment of someone based on their identity, ability, or background.
Environmental Destruction	Damage to nature caused by pollution, deforestation, or waste.
Animal Rights	Treating animals fairly and protecting them from harm or cruelty.

Planning

Answer the questions below.

1) What social issue has your group chosen, and why is it important to you?

2) What message do you want your audience to understand by the end of your performance?

3) What are the five key messages or ideas you want to show through your tableaux?

4) What kind of movement will you use between tableaux and how will it support the message or emotion?

5) Will your final tableau leave the audience with a sense of hope, awareness, or a call to action? How will you show that?

Two Stars and A Wish

Give feedback on your group's performances.

Write two strengths (Stars) and one weakness (Wish) from your performances.

PERFECT

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Clarity of Tableaux	Tableaux are unclear, confusing, or difficult to interpret.	Some tableaux are understandable but lack strong shape or meaning.	Most tableaux show clear shapes and emotional or narrative meaning.	All five tableaux are clearly defined, visually strong, and effectively tell the group's story.
Transitions	Transitions are awkward, rushed, or do not flow.	Transitions connect poses but lack flow or ease.	Transitions are mostly smooth and support the narrative or emotion.	All transitions are fluid, intentional, and enhance the overall performance message.
Use of Body and Levels	Movements are limited with little shape or level variation.	Movements are limited with little shape or level variation.	Good variety of levels and full-body shapes in most tableaux.	Excellent use of body, levels, and space in all poses to add meaning and visual impact.
Group Collaboration	Group is unfocused, off-task, or not working well together.	Group mostly cooperates but lacks unity or shared focus.	Group mostly works together with good timing and support.	Strong group cooperation, clear timing, equal participation, and shared stage presence.
Expression and Focus	Little to no expression or engagement during the performance.	Some effort and facial/body expression, but inconsistent focus.	Good expression and focus held from the beginning to end.	Excellent expression, energy, and strong focus held from the beginning to end.

Teacher Comments – What Did They Do Well?

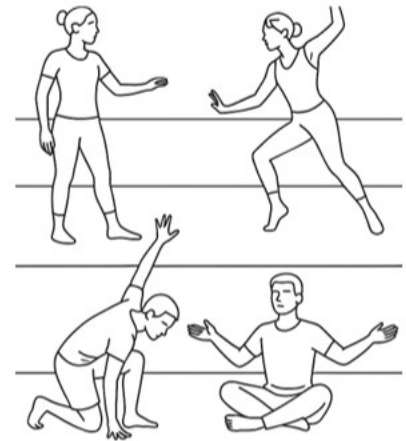
Mark

Student Comments – What Could You Do Better?

Theme and Variation

What is Theme and Variation?

Theme and variation is a choreographic form where a main movement (the theme) is repeated several times, but changed slightly each time. These changes are called variations, and they can involve changing the energy, level, tempo, direction, or even number of dancers. This form helps keep a performance interesting while still staying connected to the original idea.



Telling a Story with Movement

Choreographers often use theme and variation to communicate a narrative or story. For example, the first version of a theme could be a dancer walking slowly and reaching forward. In the next variation, the same movement could be done faster, with tension, to show fear or urgency. The same movement repeated in different ways helps the audience feel the changes in the story, builds emotional impact and helps the message grow.

Sharing Abstract Ideas

Theme and variation isn't only for storytelling. It can also be used to share abstract ideas like chaos, balance, or transformation. A choreographer might start with a twisting motion in different directions or speeds to show how an idea evolves. The first movement becomes a base, and the variations help express different points of view or feelings.

Conclusion: Same but Different

Theme and variation gives choreographers a tool to repeat movement in creative ways. Whether telling a story or showing an idea, this form helps keep the audience engaged while exploring the full range of what a theme can become.

Short Answer

How can theme and variation help communicate abstract ideas like balance or transformation in a dance performance?

Fill In The Blanks

Fill in the blanks with the correct answer.

- 1) Choreographers can change the speed, direction, or level of movement to create a .
- 2) Theme and variation can also show abstract ideas like or transformation.
- 3) A choreographer might make a move stronger or weaker to change the of the dance.
- 4) When used in storytelling, theme and variation show the story or emotion .

True or False

Is the statement true or false?

1) The theme in theme and variation is the final pose of the dance.	True	False
2) Theme and variation helps keep a dance interesting and engaging for the audience.	True	False
3) In abstract dances, choreographers often use theme and variation to show changes in ideas or emotions.	True	False
4) Choreographers can change the speed, direction, or level of a movement to create a theme.	True	False

Activity: Remix the Phrase

Objective What are we learning more about?

Students will choreograph a short movement phrase and explore how changing time (tempo), space (pathway or level), and body shape can create three unique variations. They will perform all four versions in sequence to show how structure and creativity work together in choreography.

Materials What do we need for our activity?

- ✓ Open movement space
- ✓ Music (optional for background)
- ✓ A table explaining Time, Space, Body, and Energy



Instructions How do we complete the activity?

- 1) **Warm-Up:** Begin with a class warm-up focused on tempo, level changes, and body shape exploration. Try moving one gesture at a time, changing speeds, levels, and directions to get your mind ready.
- 2) **Create Your Phrase:** Choreograph a short movement phrase (4–8 counts) using your own original moves. Include at least three different movements using different body parts and energy.
- 3) **Variation 1 – Time (Tempo):**
 - 1) Change only the **tempo** (make it slower, faster, or a mix of both).
 - 2) Keep the same movements but shift how quickly and powerfully you move.
- 4) **Variation 2 – Space:**
 - 1) Change the **pathway** or **level** (e.g., travel in a circle vs. a straight line, high vs. low).
 - 2) Keep the same movements but use a different direction or level.
- 5) **Variation 3 – Body:**
 - 1) Change your **body shape** during or between the movements (e.g., curved vs. straight, angular, open vs. tight).
 - 2) Use different body positions but keep the core rhythm of your original phrase.
- 6) **Challenge Twist (Optional):** Perform all four sections (original + 3 variations) without stopping, as a continuous mini-dance. Focus on keeping each part unique while showing clear transitions between each version.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Creates a Phrase Original	The original phrase includes at least three connected movements that show creativity and intent.
Applies Movement Variations Effectively	The phrase is clearly altered through tempo change while keeping movement structure.
Applies Space Variations Effectively	Changes in level or pathway are clear and enhance the meaning or shape of the phrase.
Applies Body Variations Effectively	Body shapes are intentionally adjusted to create meaning while staying true to the original structure.
Performs Full Sequence Smoothly	Original + 3 variations are performed in order with full control, and smooth transitions.

Variations

Perform your dance in at least 3 variations.

Variations	Definition	Example
Time	Refers to how fast or slow a movement is done. It includes tempo (speed), rhythm (pattern), and duration (length of time).	A jump can be done slowly in slow motion or quickly, while the movement can be done quickly or slowly.
Space	Refers to where and how the body moves in the dance area. It includes direction (forward, side), level (high, middle, low), and pathway (straight, curved, zigzag).	A dancer may move in a low zigzag pathway or a high straight pathway. A dancer may be short and struggling or tall and confident.
Body	Refers to what the body is doing and how it is shaped. This includes the use of different body parts, body shapes (open, closed, twisted), and stillness or motion.	A dancer may use an open shape with stretched arms to show freedom, or a tight, curled shape to show fear.

Planning

Answer the questions below.

1) What is your original movement phrase? Describe it in a few words.

2) Which variation (Time, Space, or Body) do you think will be most difficult to perform? Why?

3) How will your Body variation use shape, extension, or posture to create a strong contrast from the original phrase?

4) Which variation (Time, Space, or Body) do you think will create the most dramatic change—and why?

5) How will you make sure each variation stays connected to your original idea, even though it looks different?

Reflection

Fill in the chart about your performance.

Category	Your Thoughts
Strength	What I did well:
Challenge	What I found difficult:
Improvements	How can I do better next time?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Original Phrase	Phrase is simple, or overused, or does not communicate.	Phrase includes some structure but has limited variety or focus.	Phrase shows structure, variety, and some expressive movement.	Phrase is creative, well-structured, and clearly communicates an idea or emotion.
Time Variation	Tempo is not clearly changed or does not feel connected to the original.	Tempo changes but feels awkward or not fully connected to the original.	Tempo is clearly changed and adds a new feeling to the phrase.	Tempo change is strong, expressive, and adds meaning or contrast to the original movement.
Space Variation	Little or no change in pathway or level.	Space is changed but not clearly or consistently.	Space is changed with attention to direction or level, creating visual variety.	Pathway and/or level change is clear, well-executed, and enhances the meaning or focus.
Body Variation	Body shape stays the same as the original; little effort to explore shape.	Shape is changed but lacks clarity or impact.	Body shape is changed and adds contrast from the original.	Shape and body use are intentional, creative, and show a clear transformation from the original.
Performance Flow	Sections feel disconnected; transitions are missing or unclear.	Some attempted transitions, but changes between versions are rough.	Sequence flows fairly well with some transitions.	Performance flows smoothly from one section to the next with clear transitions and strong focus.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Dancing in Pieces

What Is a Choreographic Mosaic?

A choreographic mosaic is a type of group dance where the full piece is made of smaller sections, each created by different dancers or small groups. Every group works on their own short dance, and all of the pieces are later arranged to form the full performance. It's called a "mosaic" because, like any tiles in a mosaic artwork, every section is unique but fits into the larger picture.



Showing Individual Voices

One of the most exciting things about choreographic mosaics is that everyone gets a chance to be creative. Instead of learning a set routine from the teacher, each participant creates part of the dance. Some groups use sharp, fast movements to show excitement or chaos. Others use slow, flowing movements to show calmness or reflection. These differences allow personal styles and ideas to come through on stage. Everyone's movement looks different—and that is the point.

Building a Shared Story

Even though it is done individually, the whole group uses a common theme, like "change." Each group explores that theme in their own way—some focus on emotional change, others on physical or social change. By connecting the parts with smooth transitions and shared shapes or gestures, the audience can see one powerful message unfold.

Conclusion

Choreographic mosaics are a fun and meaningful way to dance as a team while still showing who you are. Together, you can create something that was not only beautiful, but truly yours.

Questions

Answer the questions below.

1) What is a choreographic mosaic, and why is it compared to a real mosaic?

2) Why is it important to include different movement styles and voices in a collaborative dance?

True or False

Is the statement true or false?

1) A choreographic mosaic is created by one person and performed by a group.

True

False

2) In a choreographic mosaic, all sections must be exactly the same to create unity.

True

False

3) Smooth transitions between sections help the audience understand the overall message of the dance.

True

False

4) Showing individual voices in dance means ignoring the group's shared message.

True

False

Make a Connection

Can you think of a time you or your group contributed to your class performance? What was unique about your section?

Activity: United in Motion

Objective What are we learning more about?

Students will explore how dance can express social themes like justice, climate, or inclusion. Each group member will choreograph their own short section, and then the groups will connect all the sections using shared movements or positions to create a meaningful and cohesive dance.



Materials What do we need for our activity?

- ✓ Open movement space
- ✓ Music (instrumental or sound-based preferred)

Instructions How do we complete the activity?

- 1) **Warm-Up:** As a class, warm up with different levels and energy qualities. Try dancing in close and far spaces to explore the relationship and space in movement.
- 2) **Pick a Theme:** As a group (3–5 dancers), choose a theme like **justice, climate action, or inclusion**. Discuss what this theme means to your group and what feelings or images you associate with it.
- 3) **Choreograph Your Section:** Each group member creates a short solo or small phrase (8–12 counts) inspired by the group's theme. The pieces should show personal expression using space, energy, and relationship.
- 4) **Connect the Sections:** As a group, find ways to link your phrases into a complete piece. Use **shared gestures, transitions, or group shapes** to connect between solos. Think about how dancers enter or exit, and how energy shifts from one section to the next.
- 5) **Create a Super Connection:** Add a repeated gesture, shape, or movement that appears in all sections to tie everything together and make your message even clearer.
- 6) **Rehearse and Perform:** Practise your full piece, paying attention to transitions, energy flow, and spacing. Present your performance to another group or the whole class.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Contributes Original	Creates a clear, original movement phrase that reflects the group's chosen theme.
Creates Smooth Transitions	Works with the group to create smooth and meaningful transitions between sections.
Explores Energy and Space	Uses a variety of energy levels and spatial directions to show contrast and emotion.
Supports a Story or Theme	Movement choices clearly relate to the overall theme (e.g., climate, inclusion).
Collaborates Effectively	Shares ideas, and respects others during planning, rehearsal, and performance.

Themes

Use the themes below to plan and perform your dance.

Theme	Description
Justice	Exploring fairness, human rights, or standing up against inequality.
Climate	Expressing nature, the environment, or the impact of climate change.
Inclusion	Showing acceptance, diversity, and creating space for all voices.
Resilience	Overcoming challenges and bouncing back with strength and persistence.
Identity	Exploring personal or cultural identity, and expressing who we are.
Connection	Highlighting relationships, unity, or the importance of community.
Freedom	Expressing independence, personal power, or the desire to break free.

Examples

Below are examples of dance types or styles students could create as part of a choreographic mosaic.

Type of Dance Section	What It Might Include	How It Adds to the Mosaic
Gestural Phrase	Simple movements like reaching, pointing, or walking, repeated to a rhythm and melody	Adds realism and emotional storytelling to the piece
Floor-Based Movement	Rolling, sliding, crawling, or staying on the floor at body level	Brings contrast in space and shows vulnerability or grounding
High-Energy Section	Jumps, quick turns, or two-part arm gestures	Builds excitement, intensity, or urgency within the theme
Stillness and Isolation	Frozen poses, slow, isolated movements (e.g., one hand or head)	Creates focus, tension, or a pause in the narrative
Shape-Based Duet or Trio	Dancers form shapes by leaning, lifting, or intertwining with each other	Highlights connection, contrast, or relationships within the theme
Spoken Word + Movement (Optional)	Simple words or phrases spoken while dancing	A personal touch and can deepen the message through both sound and movement
Repetition and Accumulation	Repeating one phrase with new parts added each time	Shows growth, buildup, or transformation over time
Improvised Moment (Structured)	A short section where dancers choose movements in the moment based on a prompt	Adds unpredictability and shows individual response to the shared theme

Planning

Answer the questions below.

1) What theme is your group chosen (e.g., justice, climate, inclusion), and why is it meaningful to you?

2) What specific feeling do you want your individual section to express within that theme?

3) What types of movement (shared, heavy, still) will best show your idea? Why?

4) What shared movement, gesture, or transition will you use to link all the parts together?

5) How will you use energy and space differently from the other groups while still supporting the overall message?

Group Assessment

Rate your group's performance.

What is your theme? _____		
Who created the group? _____		
Criterion	Rating Description	Rate (Colour the stars)
Theme Connection	Elements clearly reflected the theme through body shapes, energy, and shared movement.	☆ ☆ ☆ ☆ ☆
Personal Contribution	Each member contributed their own section and shared the piece through movement.	☆ ☆ ☆ ☆ ☆
Smooth Transitions	Transitions between sections were connected and helped tell the piece like one complete story.	☆ ☆ ☆ ☆ ☆
Energy & Space Use	We used a range of energy levels and spatial directions to create contrast and support the message.	☆ ☆ ☆ ☆ ☆
Group Collaboration	Everyone contributed ideas, rehearsed together, and supported one another during creation and performance.	☆ ☆ ☆ ☆ ☆
Creativity & Expression	Movements were original and expressive, making the performance more engaging and meaningful.	☆ ☆ ☆ ☆ ☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Contributes Personally	Did not create a clearly defined personal section.	Created a section with minimal connection to the theme.	Created a clear movement phrase that fits the theme.	Created an expressive, original section that clearly connects to the group's theme.
Connects Through Transitions	Transitions were unclear or disconnected.	Attempted transitions, but they felt rough or disconnected.	Transitions were mostly smooth and connected each section.	Transitions were smooth, intentional, and enhanced the overall flow of the performance.
Explores Energy and Space	Limited or no variety in energy and spatial direction.	Used energy and space, but lacked control or consistency.	Energy levels and space were used effectively in most of the performance.	Energy and space were used creatively and with control to express emotion and contrast.
Supports a Shared Theme	Theme was unclear or not represented through movement.	Theme was partially clear but not consistently shown through movement choices.	Theme was mostly clear and consistently shown through movement choices.	Theme was clearly and consistently communicated through strong, intentional movement.
Collaborates Effectively	Rarely participated or worked respectfully with the group.	Participated sometimes, but not consistently supportive.	Worked with the group, encouraged others, and worked respectfully throughout.	Fully collaborated—shared ideas, encouraged others, and worked respectfully throughout.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Flash Message

Objective What are we learning more about?

Students will learn how dance can be used as a form of protest and personal expression. In pairs, students will draw a protest quote or headline and choreograph a movement response that conveys the message through body and energy—without words. The rest of the class will guess the theme based on the performance and movement and expression.

Materials What do we need for our activity?

- ✓ A hat, bowl, or box to hold cards
- ✓ Printed cards with protest quotes or headlines (1 per pair)
- ✓ Timer or stopwatch
- ✓ Open space for performing
- ✓ Optional: instrumental background music for transitions



Instructions How do we complete the activity?

- 1) **Introduction:** Teacher reveals or projects a list of bold protest quotes or headlines to the whole class. Students briefly discuss and reflect on their meaning.
- 2) **Quote Card Draw:** That list is then prepared on small cards. Each pair of students draws one card from a hat or bowl. They select a powerful quote or protest headline (e.g., “No Justice, No Peace”, “Let Our People’s Education Is a Right”). Students **must keep their quote a secret**.
- 3) **Choreograph the Message:** Pairs have **5 minutes** to create a short sequence of **five symbolic movements** inspired by the message. Movements should reflect their **emotional response**, not literally act out the words.
- 4) **Silent Rehearsal:** Rehearse without music. Focus on movement, energy, and meaning.
- 5) **Perform and Guessing:** Each pair performs their flash message for the class. No introduction or explanation is given. After each performance, the class guesses what the original quote or issue might have been.
- 6) **Reveal & Discuss:** After guesses are shared, the performing pair reveals their quote. Discuss how accurately the movement matched the message, and what could make it even clearer.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Communicates a Clear Message	Designs movements that reflect the meaning of the quote without using words.
Uses Five Distinct Movements	Performs exactly five movements that are visually expressive, and purposeful.
Performs with Expression	Shows emotion and intention through body, energy, and facial expression.
Stays in Sync with Partner	Collaborates smoothly with the partner, staying connected and coordinated.
Engages the Audience	Captures the class's attention and encourages discussion through strong choices.

Quotes/Headlines

Cut the quote cards below and let pairs draw one card each.

There is No Planet B

Stop Bullying Now

Equal Rights for All

Every Voice Matters

Speak Up, Share Your Voice
Stories

Silence is Not an Option

Girls Deserve to Learn

Justice is What Love Looks
Like in Public

Kindness is Strength

Different, Not Less

Books Not Bombs

Hope is a Human Right

Protect Our Water

Love Wins

Black Lives Matter

No Hurt

Save the Bees, Save the World

You Are Not Alone

Stand Up, Don't Stand By

We Rise by Lifting Others

Tips

Apply the tips below to create a better dance performance.

Tip	Why It Helps
Break down the story with five movements	Helps you understand the most important message to express through movement.
Think about the energy behind the story	Guides the energy, facial expression, and body shapes you should use.
Use contrast in movements	Show shifts in feeling—like hope vs. fear or unity vs. conflict.
Choose strong, repeatable gestures	Makes your message more memorable and easier for the audience to understand.
Practise in slow motion first	Helps you understand the meaning behind each movement before speeding it up.
Try a freeze or final pose	Leaves a lasting image in the audience's mind and strengthens the message.
Match levels to meaning	High levels may show power, low levels might suggest struggle or sadness.
Don't be too literal	Use abstract or symbolic movements to leave room for interpretation.
Make eye contact or direct focus	Adds emotional intensity and connection with your audience.
Keep transitions clean	Clear shifts between your five movements help the story flow and avoid confusion.

Reflection

Answer the questions below.

1) What quote or headline did you and your partner interpret?

2) What did you do to make your message clear without using words?

3) Did your audience clearly understand your message? Why do you think that happened?

4) What did you learn about using dance to communicate strong ideas or emotions?

5) Out of all the performances, including yours, which was the most successful performance for you? Why?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Creates a Connection to the Quote	Movement lacks connection to the quote; some intent shown but lacks clarity.	Message is partially communicated; some intent shown but lacks clarity.	Message is mostly clear and connected to the quote; meaning is visible.	Movement fully expresses the quote clearly, symbolically, and meaningfully.
Uses Five Distinct Movements	Uses 1-2 movements, but some lack clarity or variety.	Uses 3-4 movements, but some lack clarity or variety.	All 5 movements are used and mostly distinct; some variety and intention shown.	All 5 movements are distinct, purposeful, and show strong creative choices.
Performs with Expression	Movement is flat; little emotion, energy, or intention.	Expression is shown but inconsistent.	Expression is present in most movements through energy and facial intent.	Strong expression in all movements through consistent energy, emotion, and physical intent.
Stays in Sync with Partner	Little collaboration; movement is disconnected or out of sync.	Some inconsistencies in timing or movement.	Mostly in sync; partner collaboration is visible and smooth.	Fully synchronized and well-rehearsed; strong sense of partnership and unity.
Engages the Audience	Audience connection is weak; message is hard to follow.	Some audience attention gained, but limited impact.	Message is clear and impactful; audience shows interest.	Fully captivates the audience; message is impactful and prompts discussion and reflection.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

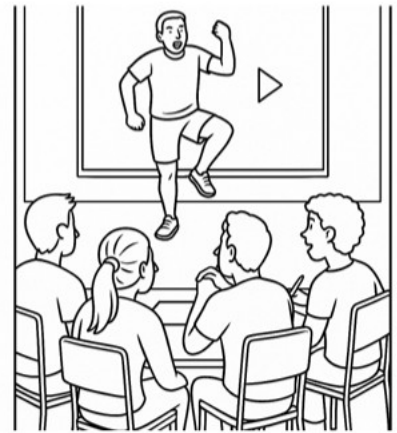
Activity: Métis Jigging Reflections

Objective What are we learning more about?

Students will investigate how cultural fusion is expressed through traditional Canadian dances. By studying Métis jigging, they will explore how rhythm, music, footwork, and spatial awareness come together to reflect cultural identity, pride, and storytelling.

Materials What do we need for our activity?

- ✓ Métis jigging performance video
- ✓ Observation Checklist



Instructions How do we complete our activity?

- 1) **Start with Background (Intro):** Begin by explaining the cultural significance of Métis jigging—a lively dance that blends Indigenous and European traditions. Students will explore how this dance reflects community spirit and cultural history.
- 2) **View the Performance:** Show the jigging video to the class. Observe how the dancers use music, tempo, and space, and how the movements respond to the energy of the fiddle.
- 3) **Complete the Checklist:** While watching, students use the checklist to record their notes about tempo, energy, and the relationship between music and movement.
- 4) **Group Reflection:** After the video, lead a class discussion. Students share what they noticed and compare insights on how the dance reflects identity, storytelling, and tradition.
- 5) **Individual Response:** Students write a short reflection describing what they learned about Métis jigging and how it uses movement and music to celebrate cultural blending.

Checklist

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

Dance Element Description	✓	X
The dancer's work is quick, rhythmic, and clearly matches the music.		
The movement follows the beat of the fiddle and stays in time throughout the performance.		
The dancer repeats some movements but also adds variety to keep it interesting.		
Movements are performed with confidence and energy, especially during the solo.		
The dancer travels across space, changes direction, pathway shifts, or formations.		
The performance shows emotion, like pride, joy, or celebration.		
The use of rhythm and timing creates contrast or builds excitement.		
Cultural influences are visible through dance elements or storytelling in movement.		
Group or solo parts are well-organized and visually easy to understand.		
The dancer stays focused, steady, and in control during the routine.		

Reflection

Describe what you learned about Métis jigging and how it uses movement and music to celebrate cultural blending.

REFLECT

Word Scramble

Unscramble the words from the word bank.

WORD BANK

FOOTWORK

UNITY

MUSIC

JIGGING

FIDDLE

TIMING

RHYTHM

GMITIN

OWOKRFTO

LEFIDD

ULCUETR

YIUNT

NPTETAR

Activity: The Power of Haka

Objective What are we learning more about?

Students will explore the haka, a traditional Māori dance from New Zealand, and explore how rhythm, voice, and expression are used to convey strength, emotion, and unity. They will reflect on how the haka communicates messages of identity, pride, and community through non-verbal expression.

Materials What do we need for our activity?

- ✓ Authentic video of a haka performance (e.g., Kapa Haka, All Blacks)
- ✓ Printed Haka Observation Checklist



Instructions How do we complete the activity?

- 1) **Introduction & Cultural Background:** Explain the origins of the haka as a ceremonial war dance used by the Māori people of New Zealand. Discuss how haka has evolved—now used to honour people, express collective pride, or make powerful statements at public events (e.g., sports memorials, protests). Emphasize cultural respect and the dance's spiritual and emotional depth.
- 2) **Watch the Haka:** Play the haka video. Ask students to focus on elements such as energy, vocal rhythm, facial expressions, movement patterns, and emotional tone. Encourage silent, focused observation.
- 3) **Complete the Checklist:** Students independently fill out a Haka Observation Checklist, noting the key elements they observed—such as synchrony, repeated actions, and emotional delivery.
- 4) **Group Discussion:** Facilitate a class discussion using prompts:
 - What messages do you think the performers were expressing?
 - How did the dancers use voice, gesture, or gaze to create intensity?
 - What stood out most about their unity or rhythm?
 - How does this compare to dance styles you're more familiar with?
- 5) **Personal Reflection:** Students answer a short reflection in response to some questions provided by the teacher.

Checklist

Check off the elements you observe in the Haka performance.

Dance Element Description	✓	X
The performance uses strong, grounded movements with clear intention.		
Facial expressions (e.g., wide eyes, tongue out) are used to enhance energy and intensity.		
The group performs together in unison, showing unity and coordination.		
Vocal chanting or rhythmic sounds provide energy and support the physical movements.		
Repetition of movements or phrases builds energy and strengthens the message.		
The performance expresses emotions such as pride, resistance, or challenge.		
Dancers change levels (e.g., crouching, rising) and directions to shape the space.		
Cultural identity and purpose are clear through movement and group expression.		
The transitions between movements are smooth and purposeful.		
The overall performance feels powerful, connected, and emotionally impactful.		

Questions

Answer the questions below.

1) What did this dance teach you about cultural pride or resistance?

2) How did this make you feel as a viewer?

3) Why do you think movement and facial expressions can be just as powerful as words?

Word Search

Find the words in the word search.

Haka	Movement
Unity	Resistance
Rhythm	Culture
Energy	Intensity
Chanting	Strength
Expression	Identity

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

Activity: Jiggle Jiggle Remix

Objective

What are we learning more about?

Students will learn to identify and replicate the viral “Jiggle Jiggle” dance, then remix it using movement qualities such as energy (fluid vs. sharp), space (levels and directions), and relationships (dancing in pairs/groups). This activity encourages playfulness, creativity, and collaboration while deepening their understanding of dance dynamics and choreography.

Materials

What do we need for our activity?

- ✓ Video or tutorial of the Jiggle Jiggle dance (Louis Theroux / TikTok remix)
- ✓ Speakers for audio playback
- ✓ Open dance space



Instructions

How do we complete our activity?

- 1) **Warm-Up & Context:** Start with a short warm-up. Explain the origins of the Jiggle Jiggle dance as a light-hearted meme-inspired choreography that invites exaggeration and creativity. Emphasize that it is meant to be interpreted in fun and unexpected ways.
- 2) **Learn the Jiggle Jiggle Dance:** Play the video and teach the original moves slowly, step-by-step. Encourage accuracy but have fun and be humorous.
- 3) **Remix it:** In pairs or small groups, students create their own remix of the dance by changing movement qualities and patterns. Encourage them to:
 - Use exaggerated energy (e.g., extremely fluid vs. robotic)
 - Add changes in level or direction
 - Create partner shapes, mirroring, or call-and-response moments
 - Explore timing (slow-motion, speed burst)
- 4) **Perform & Share:** Each group presents their remix. Before performing, they briefly name their remix style (e.g., “Slinky Jiggle” or “Robot Jiggle”). Class watches for use of style, energy, and relationships.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Performs the Original	Accurately performs the base <i>Jiggle Jiggle</i> dance steps with correct rhythm and timing.
Applies a Style or Genre	Clearly changes the energy, shape, or timing of movements to create an exaggerated remix.
Uses Group Relationships	Includes partner or group interactions like mirroring, contrasting, or shared shapes.
Expresses Intention or Mood	Delivers the dance with expressive attitude, humour, or emotion that enhances performance.
Stays in Sync and on the Beat	Stays in sync with music and stays coordinated with group or partner throughout the piece.

Tips

Apply the tips below to create a dance phrase.

Tip	How It Helps
Keep your movements relaxed but clear	The original dance is laid-back, but you still need to show rhythm and style.
Pick a remix style that makes people smile	Humour is part of the original. Choose something surprising or silly to remix.
Try dancing like you're made of jelly—or like a robot	Playing with fluid or sharp movements creates a fun and visible contrast.
Add a group moment where everyone moves differently	Makes your remix more creative and shows choreography choices.
Use a freeze to break the rhythm and reset attention	A still pose adds contrast and gives the audience a moment to react.
Practise your timing with the beat before remixing	Staying on beat is key—remixing works best when your base rhythm is solid.
Make eye contact or interact with your partner	Adds energy and makes your performance more connected and engaging.

Reflection

Answer the questions below.

1) What did you change and why?

2) How did you use energy and space differently than the original?

3) What was fun, and what was challenging?

4) Was it harder to be creative or to stay on beat?

5) What kind of feeling or message did your group's remix give your audience?

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Performs Original Moves	Only original moves are performed; major original moves are missing	Some steps are performed, but timing or control is inconsistent	Performs most original moves with solid rhythm and coordination	Performs all original moves clearly and on beat with full energy and control
Applies Style Variation	Minimal variation is applied	One variation (e.g., tempo or level) is attempted but lacks impact	Variation is clearly applied and adds some creative contrast to the original	Multiple, creative variations clearly enhance the dance and reflect strong choreographic thinking
Uses Group Relationships	Little to no visible partner/group interaction	Interaction is included but not coordinated or well-timed	Includes clear interaction like mirroring or shared direction with group	Strong, consistent use of group formations, partnering, or interaction to support remix style
Expresses Intent or Mood	Lacks expression; no clear style or attitude	Expression is shown, but mood is not fully sustained	Expression and mood are mostly consistent and enhance the remix intent	Strong, consistent expression and mood that enhance the performance and audience impact
Stays in Sync and on Beat	Often off beat or not in sync with partner/group	Some timing syncing issues, especially during transitions	Mostly on beat with some minor timing issues	Consistently on beat, with strong group coordination and clear attention to musical timing

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Wednesday Addams Dance

Objective What are we learning more about?

Students will explore how stylized movement can communicate character and mood by remixing the iconic Wednesday Addams dance. Through this activity, they will practice eccentric movement, character expression, and choreographic tools like asymmetry and isolation.

Materials What do we need for our activity?

- ✓ Video of the Wednesday Addams dance (Netflix series performance or tutorial)
- ✓ Audio system and a version of the song (e.g., "Goo Goo Muck")
- ✓ Open space for rehearsal



Instructions How do we complete the activity?

- 1) Introduction & Character Context:** Introduce students to the character of Wednesday Addams. Discuss how her personality (gothic, strange, intense) is expressed through her unique, offbeat movement. Briefly explain terms like isolation (moving one body part at a time) and asymmetry (uneven body shapes or paths).
- 2) Learn the Original Routine:** Show the original dance video. Teach students key phrases from the routine, focusing on still facial expression, hip arm and head isolations, odd or quirky body angles and creative prop use or pacing (e.g., slow walk vs. quick hands).
- 3) Remix & Stylize:** In pairs or small groups, students create a **remix** of the dance that keeps the "Wednesday mood" but adds new moves. They should:
 - Keep a consistent eccentric character
 - Use at least two isolations and one asymmetrical shape
 - Add one group element (e.g., canon, ripple, or unison pose)
- 4) Share & Reflect:** Each group performs their remix. Afterwards, classmates share observations about how character and movement were expressed.



Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Shows Eccentric Style	Uses odd, quirky, or unexpected movements to match Wednesday's unusual energy.
Uses Isolations	Moves one body part at a time (e.g., head, shoulders, arms) with control.
Includes Asymmetrical Shapes	Creates poses or movement phrases that are uneven or unbalanced on purpose.
Performs in Character	Displays a still face, strong focus, and intense or menacing expression.
Adds a Unique Remix Element	Includes at least one original twist to the routine or a still that is not typical of the tone.

Do's & Don'ts

Apply these do's and don'ts to make your performance better.

 Do	 Don't
Keep a serious or eerie facial expression to stay in character	Don't laugh during the routine—the Addams mood
Use strong isolations in the arms, head, and shoulders	Don't make movements flowy—this dance is all about contrasts
Add at least one quirky or unexpected move in your remix	Don't copy TikTok trends that don't fit the weird, eerie Addams mood
Use an asymmetrical shape or off-balance position intentionally	Don't stick to symmetrical "pretty" poses—it should be creepy
Perform with a controlled, creepy rhythm (slow and intense)	Don't rush—this dance is not about speed, it's about presence
Interact with your group using odd angles or mirrored movement	Don't ignore your partner—relationship enhances the visual style
Embrace your weirdness—own your personal twist on the character	Don't be afraid to stand out—it's not about being perfect

Group Assessment

Rate your group's performance.

What is your theme? _____

Which group are you assessing? _____

Criteria	Rating Description	Rate (Colour the stars)
Character Expression	The group kept a serious, eerie tone throughout the Wednesday Addams character throughout the dance.	☆ ☆ ☆ ☆ ☆
Movement Style	The group used asymmetry, and style that suited the character's unique personality.	☆ ☆ ☆ ☆ ☆
Choreographic Remix	The group added their own variations or twists while maintaining the feel of the original choreography.	☆ ☆ ☆ ☆ ☆
Use of Space	Dancers used levels, direction and spacing to enhance their performance and show strong stage awareness.	☆ ☆ ☆ ☆ ☆
Group Coordination	Movements were synchronized and dancers showed strong spatial awareness and connection as a group.	☆ ☆ ☆ ☆ ☆
Creativity & Risk-Taking	The performance included bold, original choices that made it memorable and engaging.	☆ ☆ ☆ ☆ ☆
Overall Performance Impact	The routine captured the audience's attention and expressed the unique mood and character of the dance.	☆ ☆ ☆ ☆ ☆

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Show Eccentricity	Movements were standard and lacked creativity	A few moments showed quirky or unusual movement	Mostly quirky or odd movement used to reflect the style	Consistently used eccentric, unique movement that captured Wednesday's character
Uses Isolation Clearly	Isolation was not used or used incorrectly	Some isolated movements (e.g., shoulders, hips) but not controlled	Several clear isolations shown with good control	Isolations were sharp, precise, and effectively used throughout the routine
Asymmetrical Shapes	Movements were symmetrical and balanced	Movements were uneven and asymmetrical	Used asymmetrical poses and movements in several parts of the dance	Asymmetry was intentional, creative, and enhanced the style of the dance
Performs with Character	Lacked emotion or character; no facial expression	Some character with minor breaks in focus	Good character throughout most of performance	Excellent character expression with consistent intensity and strong focus
Remix Element	Repeated original choreography without variation	One minor change attempted but didn't clearly stand out	One clear change was added to the original	A clear, original twist was added that fit the dance and made it more creative and engaging

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