

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
AMANDA FOX

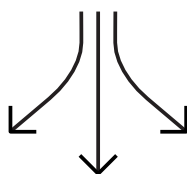


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: DANCE

POWWOW WORKOUT - 100 PARTICIPANTS

Program Overview

Artist Name: Amanda Fox

Artist Bio: Amanda Fox, an Ojibwe from Wiikwemkoong Unceded Territory, is a cultural advocate with 30+ years of Pow Wow dance experience. She created Pow Wow Workout, blending dance, storytelling, and fitness to promote holistic wellness and celebrate Indigenous traditions. Through workshops and outreach across Canada, Amanda empowers others with cultural knowledge while fostering respect, wellness, and community connection.

Program Description: A powwow is a gathering to celebrate First Nations culture through dance, songs, food and crafts, and is open to all. This 45-minute high-intensity workout will incorporate powwow dance steps from different styles of powwow dance and the sounds of contemporary and traditional powwow music into a simple, follow-along workout. Amanda will introduce Pow Wow's history and cultural context throughout the program and respond to questions after the session.

Artistic Discipline: Visual Arts, Dance

Recommended Grade Levels: K - 8

Session Logistics: In person only



Cultural Context: Indigenous Cultures

Vocab bank/glossary: [Click here](#)



POWWOW WORKOUT - 100 PARTICIPANTS

Curriculum Connections

Learning Themes:

- Strand A: Creating, Presenting, and Performing
 - Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas. (Grades 1-8)
 - Demonstrate an understanding of the dance techniques and movement vocabularies of a variety of dance forms from around the world. (Grades 9-12)
- Strand B: Reflecting, Responding, and Analyzing
 - Dance and Society: Demonstrate an understanding of how societies present and past use or have used dance, and how creating and viewing dance can benefit individuals, groups, and communities. (9-12)
- Strand C: Exploring Forms and Cultural Contexts (Grades 1-8) / Foundations (9-12)
 - Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
- Demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society. (9-12)

POWWOW WORKOUT - 100 PARTICIPANTS

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- Have you ever danced before? What kind of music do you like to dance to?
- How does your body feel when you move or dance?

During

- What's your favourite move so far?
- Can you make your body fast like the music? Or slow?

Post

- How did the music and dance make you feel?
- What sounds or movements do you remember from the session?
- What is a pow wow?

GRADES

1-3

Pre

- Why do people dance? Can dancing tell a story?
- How do you feel when you move to music?
- What do you already know about Indigenous dance or pow wows?

During

- What shapes is your body making while you dance?
- Do the sounds in the music remind you of anything?

Post

- What was something special or new you learned about pow wow dancing?
- What's one movement or story Amanda shared that stood out to you?

GRADES

4-6

Pre

- What are pow wows, and why do communities hold them?
- How do music and movement help tell stories?
- How can we show respect when learning someone else's culture?

During

- What kind of movements are repeated in pow wow dancing?
- How do you feel while dancing, physically and emotionally?

Post

- What did you learn about Indigenous cultures through dance today?
- Why is it important to learn about Indigenous traditions from Indigenous voices?

GRADES
7-8

Pre

- What does holistic wellness mean? How might it relate to dance and culture?
- What do you know about pow wows?
- How can we respectfully learn about traditions from other cultures?

During

- How does Amanda's energy and expression affect the way you experience the dance?
- What elements of dance (space, time, energy, body) do you notice in the routine?

Post

- How did the session help you think differently about the role of dance in culture?
- In what ways did you experience wellness (mental, emotional, physical) during the session?

GRADES
9-12

Pre

- What are the responsibilities we carry when engaging with another culture's traditions, especially through art or movement?
- How does the concept of holistic wellness (spiritual, mental, physical, emotional) apply to you?
- What do you know about the history and cultural significance of pow wows in Canada?

During

- What principles of dance (energy, space, time, body) are most present in this experience?
- How does Amanda's role as a cultural advocate and storyteller show through the movement?

Post

- How can cultural dance forms like pow wows serve as resistance, healing, and celebration?
- What are some respectful ways to bring what you've learned into your own life, art, or wellness practices?

DANCE OVERVIEW

Dance is a powerful form of cultural expression that celebrates diversity, fosters connection, and supports healing. By exploring various dance forms, students build empathy, challenge stereotypes, and gain global awareness. Dance promotes physical literacy and mental well-being through movement, creativity, and emotional release.

The creative and critical analysis process helps students generate, refine, interpret movement, encourage collaboration, resilience, and emotional intelligence. When used to complement artist-led sessions, these frameworks guide students to become thoughtful creators, reflective learners, and active participants in building a more just and connected world.

Dance also supports cross-curricular learning. It brings stories to life in language arts, explores cultural traditions in social studies, and connects to science through anatomy and body mechanics. These interdisciplinary links highlight the dynamic role of dance in education and deepen student engagement across subjects.



APPENDIX

Vocabulary bank/glossary:

- **Movement:** Any action made by the body in dance, can be big, small, fast, or slow.
- **Space:** Where and how a dance moves (e.g., levels, directions, pathways, and personal space).
- **Pow Wow:** A ceremonial gathering involving dance, music, and storytelling, celebrating First Nations cultures.
- **Holistic Wellness:** A balanced health encompassing physical, emotional, mental, and spiritual dimensions (as represented by the Medicine Wheel).
- **Medicine Wheel:** A symbolic representation of balance and interconnected wellness across four domains and rooted in Indigenous cultures.
- **Ethical Engagement:** Respectful interaction with cultural knowledge, grounded in humility and acknowledgement of origin.
- **Storytelling:** Oral tradition used to pass on history, values, and cultural identity.
- **Cultural Context:** Understanding art or movement in relation to its originating culture, traditions, and meaning.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning