

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
BBOYZIM DANCE COMPANY

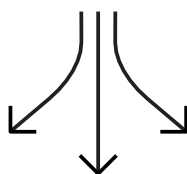


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**

TABLE OF CONTENTS

STUDY GUIDE: DANCE 4

 Program Overview 4

 Curriculum Connections 6

 Extend the Learning (Discussion Prompts) 7

DANCE OVERVIEW..... 10

APPENDIX 11

 Vocabulary bank/glossary: 11

 Student Health and Well-Being 12

 Additional Resources 12

STUDY GUIDE: DANCE

FOUNDATIONS OF STREET DANCE

Program Overview

Artist Name: Bboyzim Dance Company

Artist Bio: B-boy Crazy Smooth, founder of Bboyizm Dance Company, is one of Canada's top street dancers. He has taught Cirque du Soleil acrobats, performed internationally, and received the Most Valuable B-boy award at Kings of NY. The first B-boy to earn a full Canada Council grant, he now champions street dance in performing arts with the motto "Dance to Express, Not to Impress."

Program Description: Members of Bboyizm Dance Company transmit their passion and respect for the history and art of B-boying and b-girling (breaking), educating students on the roots and various techniques of breaking. This workshop gives students and teachers a unique chance to learn the fundamentals of B-boying and hip-hop culture, in a safe way, from dedicated professional dancers who have a passion for teaching. MAX 30 students

Artistic Discipline: Dance

Recommended Grade Levels: 4 – 12

Session Logistics: In person or online

Cultural Context: Black Legacy, North American History



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



FOUNDATIONS OF STREET DANCE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting/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 C – Exploring Forms and Cultural Contexts:
 - 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. (Grades 9-12)

FOUNDATIONS OF STREET DANCE

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.

GRADES
4-6

Pre

- What do you know about hip-hop or breakdancing?
- How do you think people use dance to express themselves?
- What do you think makes street dance different from other styles?

During

- How does it feel to move your body in new ways?
- What part of breaking (footwork, freeze) is the hardest or fun?
- What does it feel like to dance in a group or cypher?

Post

- What new moves or skills did you learn today?
- How is breaking connected to music, rhythm, and storytelling?
- How can dance be part of your daily life or culture?

GRADES
7-8

Pre

- What do you know about the history of hip-hop culture?
- Why do you think breaking became popular in cities like New York?
- How can dance show emotion or identity without words?

During

- What role does rhythm play in making breaking powerful?
- What makes breaking different from other dances you've learned or seen?

Post

- What surprised you about the technique or history of breaking?
- What does "Dance to express, not to impress" mean to you?
- How can hip-hop dance build confidence or self-expression?

GRADES
9-12

Pre

- What are the origins of breaking, and how is it connected to Black history?
- How has street dance influenced pop culture and performing arts?
- What role do movement and music play in social or political expression?

During

- How are you using the elements of dance (space, time, energy) while breaking?
- How does improvising (freestyling) challenge your creativity and control?
- What cultural or artistic influences do you see in your own movement style?

Post

- How can street dance like breaking serve as a form of activism or resistance?
- In what ways did the workshop change your understanding of hip-hop culture?
- Would you consider using dance to share your story or connect with others?

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:

- **B-boy/b-girl:** A dancer who performs breaking (breakdancing), part of hip-hop culture.
- **Breaking/breakdancing:** A street dance style involving acrobatics, footwork, and freestyle.
- **Cypher:** A dance circle where individuals freestyle and take turns performing.
- **Toprock:** Upright footwork done before going to the floor in breaking.
- **Downrock:** Floor-based moves using hands and feet.
- **Freeze:** A pose held at the end of a sequence to emphasize control and expression.
- **Battle:** A competitive dance showdown between individuals or crews.
- **Funk music:** A rhythmic genre of music that influenced early hip-hop and breakdancing.
- **Hip hop culture:** A movement including dance, music (rap/DJing), visual art (graffiti), and knowledge.
- **Street dance:** Dance styles developed in public spaces, such as breaking, popping, and locking.

Student Health and Well-Being

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

- Choose a color 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