

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
INDIGENOUS EXPERIENCES

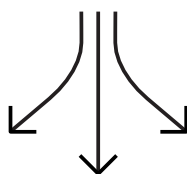


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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 5

 Extend the Learning (Discussion Prompts)..... 6

DANCE OVERVIEW9

APPENDIX..... 10

 Vocabulary bank/glossary:..... 10

 Student Health and Well-Being 11

 Additional Resources 11

STUDY GUIDE: DANCE

FEEL THE HEARTBEAT

Program Overview

Artist Name: Indigenous Experiences

Artist Bio: Indigenous Experiences offers authentic programs sharing the rich culture, teachings, and history of Canada's Indigenous Peoples from a First Nation perspective. Representing diverse native nations, the team highlights Indigenous cultures' evolution. Students engage in traditional activities and games, gaining meaningful insight into both historical and contemporary Indigenous life.

Program Description: Explore First Nations culture through their strong connection to Mother Earth. This interactive workshop includes an opportunity to play horn rattles, as well as learn social and stomp dances.

Artistic Discipline: Dance, Drama

Recommended Grade Levels: K - 12

Session Logistics: Online only

Cultural Context: 2SLGBTQIA+, Culturally Diverse, Indigenous, Men+, Person of Colour, Women+

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



FEEL THE HEARTBEAT

Curriculum Connections

Learning Themes:

- Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities. (K)
- Strand A – Creating and Presenting
 - 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 1-8)
- 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)
- Cross Curricular Connections
 - History – Heritage and Identity

FEEL THE HEARTBEAT

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

- What do you think "Mother Earth" means?
- Have you ever danced with your friends or family?
- What do you see or hear in nature that makes you feel happy?

During

- How does the rattle sound? What does it remind you of?
- Can you move your feet like the dancers?
- What do you notice about the rhythm of the music?

Post

- How did it feel to dance and play music today?
- Why do you think music and dance are important in First Nations culture?

**GRADES
1-3**

Pre

- What are some ways we show respect to the Earth?
- Have you ever heard music made with rattles or drums?

During

- What do you think the dances are telling us?
- How is the horn rattle different from other instruments you've seen?
- What kinds of movement do you see in the dances?

Post

- What did you enjoy most about today's workshop?
- How are music and movement connected to the Earth?

GRADES

4-6

Pre

- Why do you think dance and music are important in many cultures?
- What does the term “Mother Earth” mean to you?
- What do you know about social or stomp dances?

During

- What do the instruments and movements remind you of?
- How do the songs and dances reflect a connection to the land?
- What are some differences and similarities to dances you’ve seen before?

Post

- How does participating in this experience help you understand First Nations culture?
- What role do music and movement play in cultural storytelling?

GRADES

7-8

Pre

- What does "Mother Earth" mean to you, and why might this concept be important in Indigenous worldviews?
- What do you already know about the role of music and dance in Indigenous cultures?
- Why might Indigenous communities use instruments made from natural materials?

During

- How do the rhythms and movements reflect a connection to the land?
- What emotions or stories do you think the dances are trying to convey?

Post

- How can learning about music and dance help us understand Indigenous identities and histories?
- What connections can you draw between what you learned today and other cultures or traditions?

GRADES
9-12

Pre

- How is the concept of “Mother Earth” connected to Indigenous knowledge systems and environmental stewardship?
- In what ways might traditional music and dance act as forms of resistance and cultural preservation?
- What do you know about the impacts of colonization on Indigenous cultural practices, including dance and music?

During

- What values or teachings might be embedded in the social and stomp dances you observed or participated in?
- How does the use of traditional instruments reflect the relationship between Indigenous peoples and the land?
- What differences did you notice between the performance style and Western forms of music or dance?

Post

- How can cultural experiences like this workshop help in understanding the process of reconciliation?
- What responsibilities do non-Indigenous Canadians have in respecting Indigenous cultural 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:

- **Mother Earth:** A way many Indigenous peoples refer to the Earth, seen as a life-giving force.
- **Horn Rattle:** A traditional instrument often made from animal horn and used in ceremonies.
- **Stomp Dance:** A social dance done in rhythm, often in a circle, connected to celebration or ritual.
- **Social Dance:** A dance shared by a group to build connection and community.
- **Tradition:** A custom or belief passed down through generations.
- **Culture:** The language, art, food, music, and beliefs shared by a group of people.
- **Ceremony:** A special event or ritual that follows cultural or spiritual traditions.
- **Respect:** Treating people, land, and traditions with care and honour.
- **Reconciliation:** The process of learning about and making peace with past injustices.

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