

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
JULIANNE LAVERTU



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:

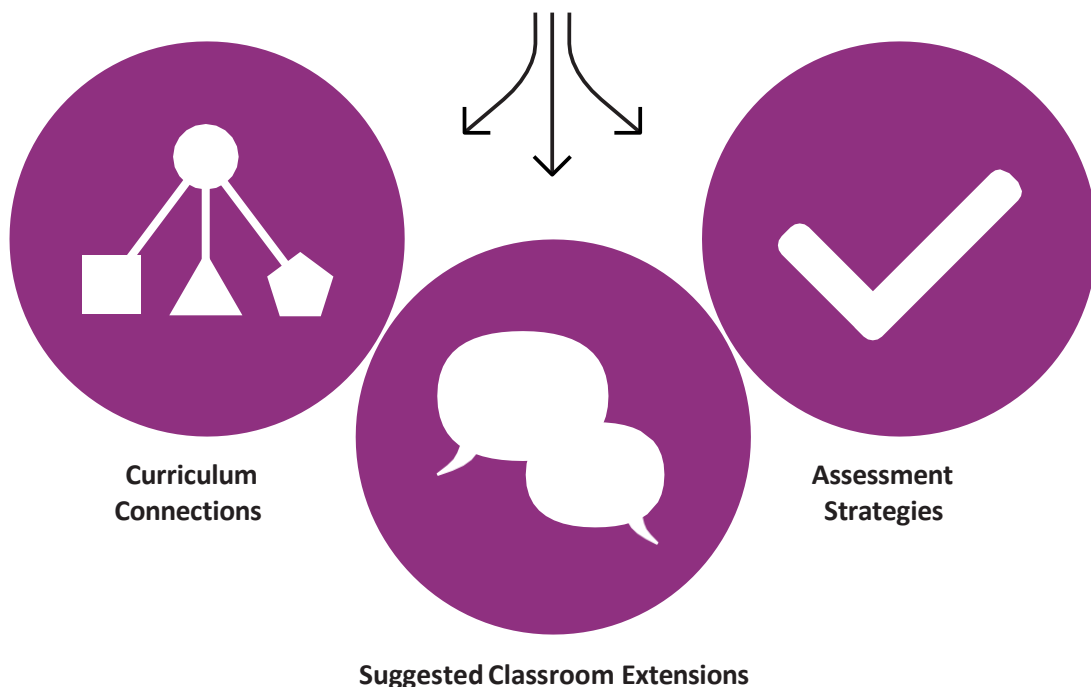


TABLE OF CONTENTS

STUDY GUIDE: DANCE.....4

 Program Overview 4

 Curriculum Connections 6

 Extend the Learning (Discussion Prompts)..... 7

DANCE OVERVIEW 11

APPENDIX..... 12

 Vocabulary bank/glossary:..... 12

 Student Health and Well-Being 13

 Additional Resources 13

STUDY GUIDE: DANCE

AFRO-CARIBBEAN DANCE

Program Overview

Artist Name: Julianne Lavertu

Artist Bio: Cultural Arts Studio celebrates African and Caribbean traditional dances. Founded by dancer and educator Julianne Lavertu, who has danced since age three, the studio specializes in Afro-Caribbean dance. Since 2018, Julianne has taught children aged 3 to 15, inspiring them to embrace their identity and culture through movement, regardless of age, size, or ability.

Program Description: With professional dancer and arts educator Julianne Lavertu, participants will explore the fundamentals of Afro-Caribbean dance while learning traditional movements and then integrating them into a short choreography. Throughout the workshop, information about the history, native people of the Caribbean, music, traditional clothes and movements associated with these dances is shared by the artist, allowing the participants to anchor their learning in the cultural context from which these dances originate. This unique blend of cultures mixed with the traditional and ceremonial rites of passage of the native people of the Caribbean has created the vibrancy and celebratory nature of Afro-Caribbean Dance.

Artistic Discipline: Dance



Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Context: African Culture, Caribbean Culture, Black Legacy

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



AFRO-CARIBBEAN DANCE

Curriculum Connections

Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (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 9-12)
- Strand B – Reflecting, Responding and Analysing
 - Demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts / Foundations
 - 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)

AFRO-CARIBBEAN 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.

K

Pre

- What kind of music makes you want to move your body?
- Have you ever danced with a group before?
- What colors or clothes do you think people wear when they dance?

During

- What body parts are we using in this dance?
- Is the music fast or slow? How does it make you feel?

Post

- What was your favorite dance move?
- How did the music make your body want to move?
- Can you show someone at home one of the moves you learned?

GRADES

1-3

Pre

- What does "Afro-Caribbean" mean to you?
- What do you think we can learn from dancing from other cultures?
- How do you feel when you dance?

During

- What kind of instruments do you hear in the music?
- What did Julianne tell us about where these dances come from?

Post

- What did you learn about the people or traditions behind the dance?
- What dance move or rhythm stood out to you the most?
- Why is it important to learn about other cultures through dance?

GRADES

4-6

Pre

- What do you know about the Caribbean and its culture?
- How can movement or dance tell stories or share traditions?

During

- What movements or rhythms are used repeatedly in the choreography?
- How does Julianne connect the dance to Caribbean history or people?
- How are the music and movements working together?

Post

- What new things did you learn about Afro-Caribbean culture through dance?
- How did the dance express identity or celebration?
- What similarities or differences do you notice between this dance and others you know?

GRADES
7-8

Pre

- Why do you think traditional dances are preserved and passed down?
- How can learning a cultural dance change your understanding of a community?
- What role do dance and music play in ceremonies or cultural identity?

During

- What traditional elements did Julianne highlight during the choreography?
- How does the dance reflect the resilience or joy of Caribbean cultures?

Post

- How does learning a cultural dance increase empathy or respect for others?
- What connections can you make between Afro-Caribbean dance and other cultural expressions (music, language, clothing)?

GRADES
9-12

Pre

- In what ways can dance be used to preserve history or cultural memory?
- How is Afro-Caribbean dance shaped by both African heritage and Caribbean experience?
- What role do colonization, resistance, and identity play in cultural traditions like dance?

During

- What deeper meanings or historical references did Julianne highlight in the movement or music?
- How does the physical experience of the dance connect with its cultural significance?
- In what ways does the choreography reflect rites of passage, celebration, or community?

Post

- How has this workshop affected your understanding of Caribbean or diasporic identity?
- What artistic or cultural value do traditional dance forms hold in today's globalized world?
- How can youth use dance or cultural arts to reclaim, celebrate, or share their heritage?

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:

- **Afro-Caribbean:** A mix of African and Caribbean cultures, especially in music, dance, and traditions.
- **Traditional Dance:** A type of dance passed down through generations in a culture or community.
- **Choreography:** A planned sequence of dance movements.
- **Movement:** The way we use our bodies in dance to show rhythm, shape, or feeling.
- **Rhythm:** The pattern of beats in music that we often follow when dancing.
- **Culture:** The beliefs, art, music, food, and customs shared by a group of people.
- **Heritage:** The traditions and history passed down from earlier generations in a family or culture.
- **Ceremonial:** Something done as part of a special celebration or tradition.
- **Community:** A group of people who share something important, like place, background, or culture.
- **Identity:** Who you are, including your background, culture, and personal experiences.
- **Diaspora:** People who have moved away from their original homeland but keep their culture alive.
- **Expression:** The way we show our thoughts or feelings, especially through art, music, or movement.

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