

# STUDY GUIDE

DISCIPLINE:  
**DANCE**

ARTIST:  
**KHENDRA THOMPSON**

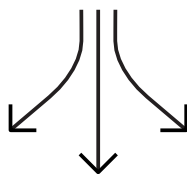


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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 OVERVIEW .....8**

**APPENDIX.....9**

    Vocabulary bank/glossary:..... 9

    Student Health and Well-Being ..... 10

    Additional Resources ..... 10

# STUDY GUIDE: DANCE

## AFRO BEATS DANCE WORKSHOP

### Program Overview

**Artist Name:** Khendra Thompson

**Artist Bio:** Khendra Thompson began performing at age three and has showcased her talent nationally and internationally. As leader of Future Shock Ottawa, she competed for Team Canada in Spain (2018) and earned multiple scholarships. Recognized by renowned dancers, Khendra has over five years of experience teaching dance workshops to hundreds of children and youth in Ottawa.

**Program Description:** Khendra will introduce participants to a brief history of Afro Beat music, artists, and the basics of this dance style. Participants will learn, practice, and perform a choreography for their classmates while exploring different formations, transitions, and ending poses that will be chosen as a group through a creative and participatory process.

**Artistic Discipline:** Dance

**Recommended Grade Levels:** 3 – 12

**Session Logistics:** In person only

**Cultural Context:** Black Legacy

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



## AFRO BEATS DANCE WORKSHOP

# Curriculum Connections

## Learning Themes:

- Strand A – Creating and Presenting
  - Explore and perform Afrobeat movements and sequences.
  - Demonstrate rhythm, musicality, and expression in solo or group performance.
  - Apply creative choices to communicate cultural context, emotion, and storytelling.
- Strand B – Reflecting, Responding and Analyzing
  - Observe and analyze technique, rhythm, and performance quality.
  - Reflect on personal progress, expression, and creativity.
  - Discuss how Afrobeat style, improvisation, and choreography affect audience experience.

# AFRO BEATS DANCE WORKSHOP

## 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**  
**3-5**

### **Pre**

- What kinds of dances or music have you heard from other cultures?
- What do you think the word “Afrobeat” might mean?
- Why is it important to learn about global music and dance?

### **During**

- What movements feel fun or challenging to learn?
- What kind of music are you dancing to? How does it make you feel?

### **Post**

- What did you enjoy most about the dance or music?
- What is one new thing you learned about Afrobeat dance?

**GRADES**  
**6-8**

**Pre**

- What do you already know about African music and dance styles?
- How do music and dance reflect a culture's traditions or values?
- What do you expect to learn through this workshop?

**During**

- How are Afrobeat movements different from other dance styles?
- What role does rhythm play in this dance style?

**Post**

- How has your understanding of Afrobeat changed after this workshop?
- How did it feel to perform something that you helped create?

**GRADES**  
**9-12**

**Pre**

- What is the origin of Afrobeat music, and how has it influenced global genres?
- How can dance be used as a form of cultural expression or resistance?
- In what ways can group dance build community or reflect identity?

**During**

- How does the music guide the intensity, mood, or storytelling of the dance?
- What body movements or transitions stand out to you as uniquely Afrobeat?

**Post**

- How has this workshop deepened your understanding of Afrobeat?
- How might you use dance or music to explore or share your own cultural background?

# 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:

- **Afrobeat:** A music genre that combines West African musical styles (like highlife and fuji) with jazz, funk, and soul, developed in the 1960s–70s by artists like Fela Kuti.
- **Choreography:** A planned sequence of dance steps and formations.
- **Formation:** The arrangement of dancers on stage or in a performance space.
- **Transition:** A movement that links one dance step or sequence to another.
- **Pose:** A held body position used to emphasize an emotion or mark the end of a performance.
- **Rhythm:** A repeated pattern of sounds or movements in music and dance.
- **Cultural Expression:** The way people share their identity, values, or traditions through art, dance, or music.
- **Collaboration:** Working together to achieve a common creative goal.
- **Improvisation:** Creating movements spontaneously without pre-planning.
- **Body Isolation:** A dance technique where one part of the body moves independently from the rest.
- **Footwork:** Rhythmic steps and patterns performed with precision and energy.
- **Body Rolls:** Smooth rolling motion of the torso, often connecting movements fluidly.
- **Syncopation:** Accenting unexpected beats or rhythms in the music.

# 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