

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
KHENDRA THOMPSON

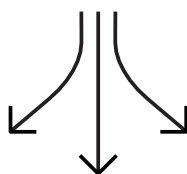


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**

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STUDY GUIDE: DANCE

HIP HOP 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 hip-hop 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, Culturally Diverse, Person of Colour, Women+

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



HIP HOP DANCE WORKSHOP

Curriculum Connections

Learning Themes:

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

HIP HOP 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 do you already know about hip-hop music or dance?
- How do dancers use their bodies to tell stories or express emotion?
- Why is teamwork important in dance?

During

- What kinds of moves do you notice that are repeated or practiced?
- How do dancers use space and formation during the choreography?
- What did your group do to decide on the final pose or movement?

Post

- What was your favorite move or part of the choreography, and why?
- How did it feel to create something with your classmates?
- What is one new thing you learned about hip-hop dance or music?

GRADES
6-8

Pre

- What is the origin of hip-hop culture and how has it evolved over time?
- How can group choreography reflect teamwork and creativity?

During

- How did your group collaborate to choose transitions and formations?
- What strategies helped you remember the choreography?

Post

- How does hip-hop dance help people express identity or emotions?
- What was challenging about working as a group to create a dance?
- What new appreciation do you have for dancers or choreographers?

GRADES
9-12

Pre

- In what ways has hip-hop evolved as both a dance form and a cultural movement?
- What roles do rhythm, tempo, and expression play in hip-hop choreography?
- How can dance be used to tell stories or respond to social issues?

During

- What connections can you draw between the structure of hip-hop dance and musical rhythm?
- How did you overcome challenges during the learning or creative process?

Post

- How did the performance deepen your understanding of hip-hop culture?
- What role does community play in hip-hop, both historically and in this workshop?

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:

- **Hip-Hop:** A cultural movement that includes music, dance, art, and fashion; it began in the 1970s in the Bronx, New York.
- **Choreography:** A planned sequence of dance steps and movements.
- **Formation:** The way dancers are arranged on stage or in space during a performance.
- **Transition:** A movement or step that connects two parts of the dance smoothly.
- **Pose:** A held position in dance that can show emotion, end a routine, or tell a story.
- **Freestyle:** A type of improvisation where dancers move without a set routine.
- **Beat:** The basic unit of time in music; the rhythm you move to.
- **Expression:** The use of movement, facial gestures, and body language to convey emotions.
- **Collaboration:** Working together with others to achieve a common goal—like creating a dance.
- **Culture:** The ideas, traditions, and customs shared by a group of people, including their music and dance.

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