

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

JAZZ 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 pop music, pop artists, and the basics of jazz dance. 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](#)



JAZZ DANCE WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Explore and perform jazz movements and sequences.
 - Demonstrate rhythm, musicality, and expression in solo or group performance.
 - Apply creative choices to communicate character or emotion through dance.
- Strand B – Reflecting, Responding and Analyzing
 - Observe and analyze technique, rhythm, and performance quality.
 - Reflect on personal progress and expression.
 - Discuss how style, musicality, and choreographic choices affect the audience experience.

JAZZ 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 kind of music do you think “pop” means? Can you name a pop artist?
- Have you ever heard of “jazz dance” before? What do you think it looks like?
- What do you think makes dancing fun or exciting?

During

- What new dance steps did you learn today?
- How does the music help you know when and how to move?
- What is your group doing to make the performance work well together?

Post

- What part of the choreography was your favorite, and why?
- How did dancing to pop music make you feel?
- What’s one thing you learned about jazz dance that surprised you?

**GRADES
6-8**

Pre

- What do you already know about jazz dance and its history?
- How does pop music influence the way we move or express emotions through dance?

During

- How do timing and rhythm help you stay in sync with your group?
- What strategies are you using to learn and remember the choreography?

Post

- How did learning jazz dance help you better understand music and performance?
- How can dance be used to tell a story or express a message?

**GRADES
9-12**

Pre

- What are the roots of jazz dance and how has it evolved into modern pop styles?
- How do dance and music reflect trends in culture and society?
- What makes a group performance successful from both a technical and artistic perspective?

During

- How are you using spatial awareness, levels, and movement dynamics to shape the choreography?
- How are leadership and collaboration showing up in the process?

Post

- How did learning jazz dance enhance your appreciation of performance art?
- What insights did you gain about movement as a tool for personal or group expression?

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:

- **Pop Music:** A popular music genre known for catchy melodies and widespread appeal.
- **Jazz Dance:** A lively dance style rooted in African American traditions, often featuring sharp movements, improvisation, and syncopation.
- **Choreography:** The art of creating and arranging dance movements in a sequence.
- **Formation:** The arrangement or shape dancers make in space as part of a performance.
- **Transition:** A movement or sequence that connects different parts of a dance.
- **Pose:** A held position that shows emotion or finishes a section of a dance.
- **Rhythm:** The pattern of beats and timing in music or movement.
- **Musicality:** The dancer's ability to express the music through movement.
- **Improvisation:** Creating movement spontaneously without pre-planning.
- **Collaboration:** Working together with others to create something as a team.
- **Spatial Awareness:** Understanding where your body is in space and how it relates to others.
- **Chassé:** A sliding step where one foot "chases" the other.
- **Jazz Hands:** Hands open with fingers spread, often used for emphasis in performance.
- **Stage Presence:** The ability to command attention and convey energy while performing.

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