

# STUDY GUIDE

DISCIPLINE:  
**DANCE**

ARTIST:  
**MOOV**

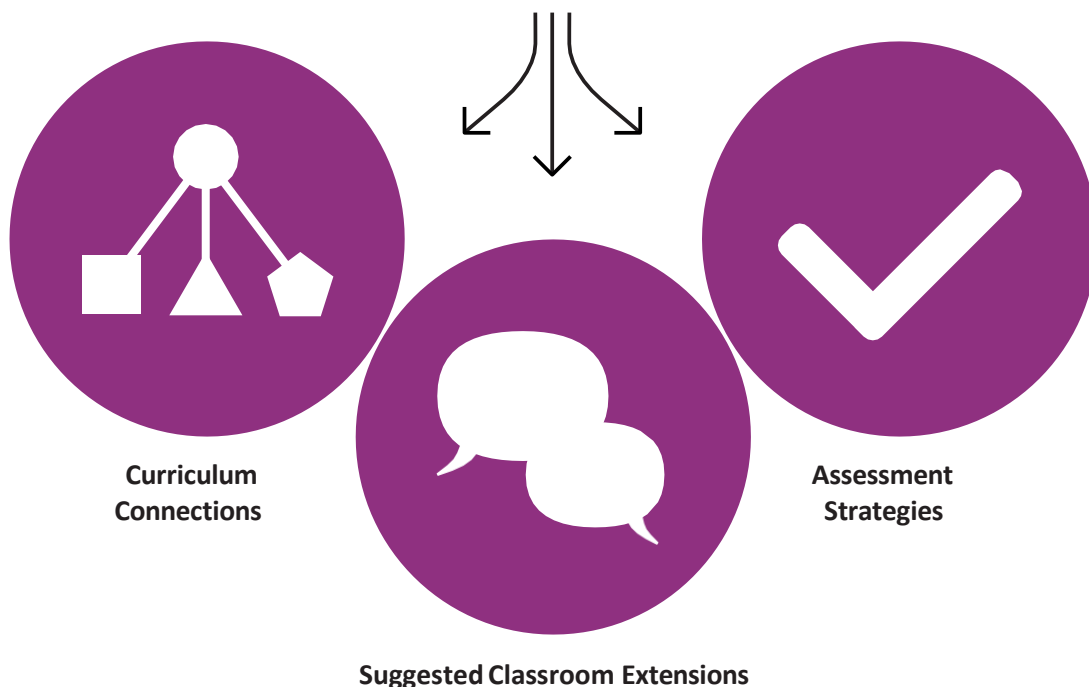


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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:



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# STUDY GUIDE: DANCE

## AFROBEATS DANCE WORKSHOP

### Program Overview

**Artist Name:** MOOV

**Artist Bio:** Moov is a professional street dance company founded in 2018 by Ottawa natives Alea de Castro and Arnaldo Betancourt Silva. Specializing in Hip Hop, House, Waacking, and Breaking, Moov offers dynamic classes, workshops, school programs, and performances. Committed to artistic growth, they foster an inclusive environment for dancers of all levels. Though Moov's impact is global, its roots remain firmly in Ottawa's vibrant dance community.

**Program Description:** Overview: Step into the vibrant world of Afro dance or "Afrobeats", a dynamic dance style blending African rhythms with global music influences. This program offers a fun and immersive experience where students will not only learn the energetic steps of Afrobeat but also connect with the culture and history behind the dance. What You'll Learn: Afrobeat steps that can be seen in viral TikTok's and videos. The history of Afrobeat music and its cultural significance. Short choreography and a final freestyle session. Cultural Experience: Through the movement and music of Afrobeat, students will explore African heritage, the evolution of the genre, and the impact of Afrobeat artists like Fela Kuti. This program offers a celebration of culture and community, all while staying active and having fun!



**Artistic Discipline:** Dance

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person only

**Cultural Context:** Through each dance style, students will explore the impact of these dance genres on global culture and its roots in social and political movements. Adjusting these conversations accordingly to each grade and age group, this program connects students to the rich legacy of Street Dance while fostering creativity, self-expression, and cultural awareness.

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

# AFROBEATS DANCE WORKSHOP

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Combining guided sequences with personal improvisation.
  - Matching gestures, isolations, and footwork to drum rhythms and syncopated beats.
- Strand B – Reflecting, Responding and Analyzing
  - Exploring Afrobeats' origins in West African music and its global influences.
  - Identifying how posture, groove, and tempo changes create different dance moods.
  - Reflecting on how individual style blends with traditional elements.
- Strand C: Exploring Forms and Cultural Contexts
  - Recognizing polyrhythms, accents, and tempo shifts in Afrobeats music.
  - Practising control of specific body parts to add texture to movement.
  - Breaking down steps into repeatable sequences.

# AFROBEATS 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  
**K-3**

### Pre

- How do you think dancing to the **beat** makes a dance feel more fun?
- Afrobeats is from West Africa—what do you imagine the music and dancing might be like?

### During

- Can you try an **isolation** with just your shoulders or hips?
- Do you feel the **groove** in the music? Show me how!

### Post

- Which move did you enjoy most—can you name it or describe it?

GRADES  
**4-6**

**Pre**

- What do you think makes **Afrobeats dance** different from other styles you know?
- How might **freestyle** dancing help a dancer tell their own story?

**During**

- Is the **tempo** of the song fast or slow? How does that change your movements?
- How can you keep the **musicality** while adding your own style?

**Post**

- How might a move like **Azonto** connect to African culture?
- If you taught one Afrobeats move to a friend, which would you choose and why?

GRADES  
**7-8**

**Pre**

- How do **West African roots** influence the style and rhythm of Afrobeats dance?
- Why is **musicality** important when performing choreography?

**During**

- What differences do you notice between freestyle moments and set choreography?
- How can **isolation** make a move stand out in Afrobeats dance?

**Post**

- How does Afrobeats reflect a fusion of cultures and music genres?
- Which moves best express your personal style within the Afrobeats framework?



GRADES  
**9-12**

**Pre**

- How does Afrobeats reflect cultural exchange between Africa and the world?
- What role does **groove** play in connecting the dancer to the audience?

**During**

- How does controlling **tempo** change the emotional impact of your moves?
- What techniques can you use to maintain **freestyle** flow within choreography?

**Post**

- In what ways can Afrobeats dance be a form of cultural storytelling?
- How might you blend Afrobeats with another dance style while respecting its roots?

# 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:

- **Afrobeats Dance:** A dance style inspired by the energetic rhythms of West African Afrobeats music, blending hip-hop, dancehall, R&B, and Afro-pop elements.
- **Musicality:** Moving in harmony with the rhythm, beats, and accents of the music.
- **Groove:** The engaging, flowing feel that comes from dancing naturally to the beat.
- **Freestyle:** Creating dance movements spontaneously, driven by the music and one's own interpretation.
- **Isolation:** Moving one body part—like a shoulder, hip, or chest—independently from the rest.
- **Beat:** The steady pulse in a piece of music that dancers use to stay in time.
- **Clave Rhythm:** A syncopated rhythmic pattern (often 3–2 or 2–3) used in Afrobeats to add groove and complexity.
- **Tempo:** The speed or pace of the music, which guides how quickly or slowly movements are executed.

# Student Health and Well-Being

## How did today's activity make you feel (body and mind)?

- Choose a color 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