

# STUDY GUIDE

DISCIPLINE:  
**DANCE**

ARTIST:  
**MOOV**

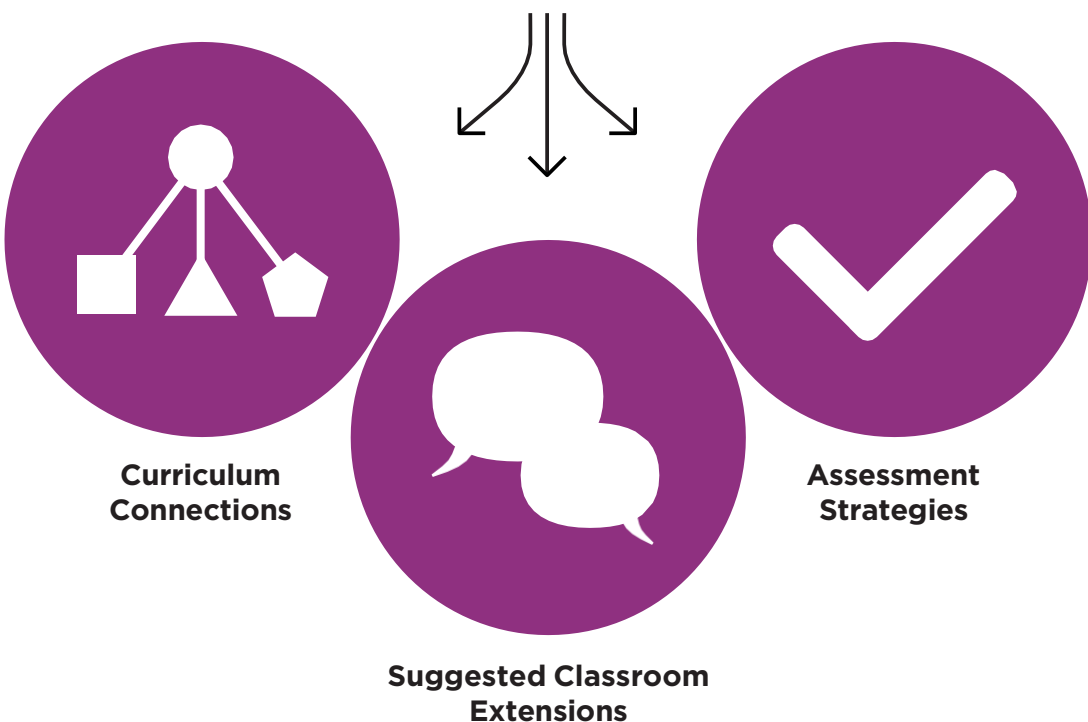


**The following package is provided as a supplemental resource to enhance and support the artist's visit.**

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

## STREET DANCE, BREAKING “BREAK DANCE” & HIP HOP 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: Dive into the world of street dance with this exciting program that covers a variety of foundational styles, including Breaking (Breakdance), Popping, House, and Hip Hop. This program provides students with the opportunity to learn the history, techniques, and cultural roots of these influential dance styles. What You’ll Learn: Key moves and foundations of Hip Hop, Breaking, Popping, and House. The history of each style and its roots in underserved Black and Latino communities in the U.S. How to create short choreography and



freestyle to Hip Hop, Funk, and House music. The cultural significance of each style and how it has shaped modern dance. **Cultural Experience:** 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.

**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](#)

# STREET DANCE, BREAKING “BREAK DANCE” & HIP HOP WORKSHOP

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - To learn key moves from Breaking.
  - Creating short dance sequences and practicing improvisation to Hip Hop, Funk, and House music.
  - Understanding how different street dance styles blend in performance and creative work.
- Strand B – Reflecting, Responding and Analyzing
  - Examining how street dance has influenced global culture and contributed to social and political movements.
  - Encouraging students to discuss the emotional and cultural meanings of the movement styles.
- Strand C: Exploring Forms and Cultural Contexts
  - Learning fundamental movement structures – like top rock, footwork, freezes, power moves- and genre-specific terminologies.
  - Understanding how beat, music genre, tempo, and rhythm inform dance movement styles in these forms.
  - Recognizing how these dance styles reflect broader hip hop culture.

# STREET DANCE, BREAKING “BREAK DANCE” & HIP HOP 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**

- What kinds of moves do you think are in street dance?
- How do you think dancers move to match the beat?
- Have you ever tried to dance in a circle with friends?

### **During**

- What moves do you see that are on the floor?
- How does the music make you want to move?
- What shapes does the dancer's body make?

### **Post**

- What was your favourite move you learned?
- How did the music help you dance?

**GRADES**  
**4-6**

**Pre**

- What do you already know about breaking or hip hop dance?
- How might a dancer use music to help decide their moves?

**During**

- Which moves happen standing up, and which happen on the floor?
- How do dancers use the beat or rhythm in their steps?

**Post**

- What part of the workshop was most exciting for you?
- Did you see any moves that looked hard to do? Why?

**GRADES**  
**7-8**

**Pre**

- How do you think hip hop culture influences the way people dance?
- How might a dancer prepare for a cypher or freestyle?

**During**

- What elements of dance (space, time, energy) do you notice in the movements?
- How does the dancer's style change with different music tracks?
- What is the atmosphere like in a cypher or battle setting?

**Post**

- How does learning breaking or hip hop change the way you see dance?
- What skills (other than dance) do you think this workshop helped build?



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

**Pre**

- What role does respect play in hip hop culture?
- How might cultural origins influence the authenticity of a performance?

**During**

- How are technical skills (toprock, footwork, freezes) connected to musicality?
- What cultural or personal expression do you see in freestyle moments?
- How does audience interaction shape the performance?

**Post**

- How can learning street dance deepen cultural understanding?
- In what ways does this workshop connect to social or community building?

## Assessment Methods

Please refer to the 'Dance Assessment Resources' document. [Click here.](#)

# 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:

- **Breaking** – A street dance style with moves like toprock, footwork, freezes, and power moves.
- **Toprock** – The upright steps and moves performed at the start of a breaking set.
- **Footwork** – Floor-based steps and patterns done close to the ground.
- **Freeze** – A pose held still at the end of a sequence or during a break in the music.
- **Power Moves** – Acrobatic breaking moves that require momentum and strength (e.g., windmill, flare).
- **Popping** – A funk style where muscles are quickly tensed and released to create a “pop” effect.
- **Locking** – A funk style with sudden pauses (“locks”) in movement, often playful and exaggerated.
- **House Dance** – A style danced to house music, with fast footwork, fluid movement, and floor transitions.
- **Freestyle** – Improvising dance moves on the spot without set choreography.
- **Cypher** – A dance circle where dancers take turns showing their skills.

# 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