

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:

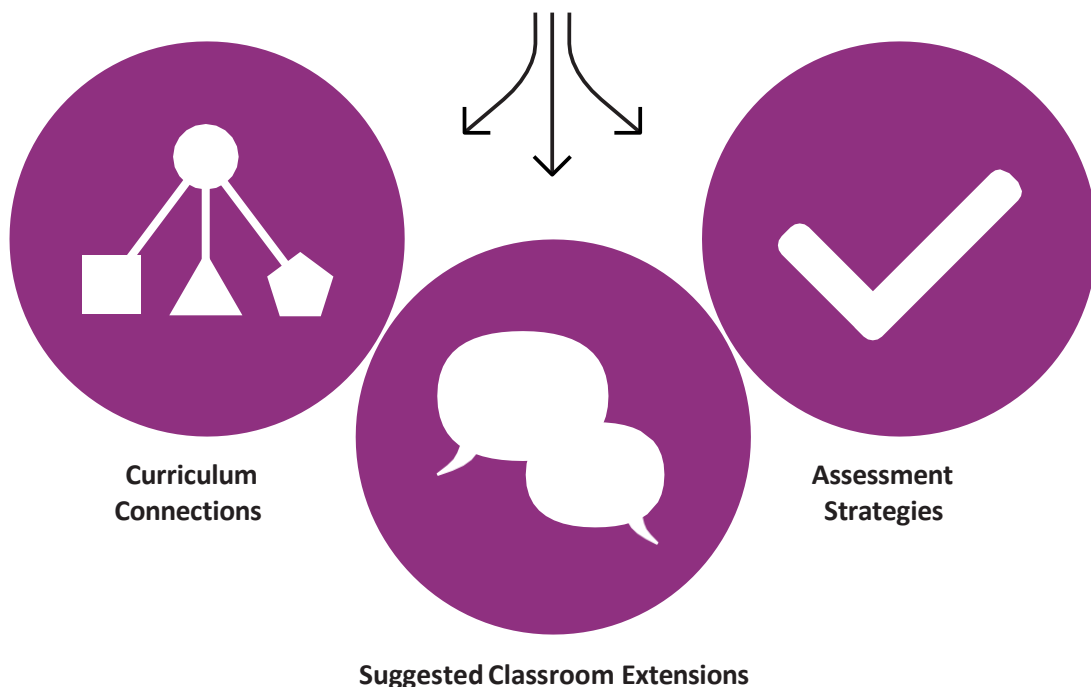


TABLE OF CONTENTS

STUDY GUIDE: DANCE.....4

 Program Overview 4

 Curriculum Connections 6

 Extend the Learning (Discussion Prompts)..... 7

DANCE OVERVIEW9

APPENDIX..... 10

 Vocabulary bank/glossary:..... 10

 Student Health and Well-Being 11

 Additional Resources 11

STUDY GUIDE: DANCE

WAACKING 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: Waacking, born in the underground clubs of Los Angeles in the 1970s, is a powerful form of self-expression. This program focuses on the art of arm movements, emotional freedom, and creative improvisation, celebrating the legacy of the LGBTQ+ BIPOC community who created it. What You'll Learn: Waacking arm techniques and poses. The history of Waacking and its roots in the queer BIPOC community. How to dance to disco, R&B, and other genres like pop and house. Creative exercises to express individuality and confidence. The cultural and social history that shaped this liberating dance style. Cultural Experience: Waacking is about freedom, liberation, and honouring the pioneers of the dance. As



students master the movements, they will learn about the dance's connection to LGBTQ+ culture and the expression of individuality, welcoming all genders and identities to join.

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](#)



WAACKING DANCE WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Mastering signature waacking arm movements, poses and roles.
 - Using body language and theatrical gestures to convey mood or narrative.
- Strand B – Reflecting, Responding and Analyzing
 - Recognizing Hollywood glamour’s impact on posing and style.
 - Reflecting on how dance can be used as a personal and political statement.
 - Watching peers’ performances to identify technique, expression, and creativity.
- Strand C: Exploring Forms and Cultural Contexts
 - Learning and applying terms like “pose,” “waack,” “arm roll,” and “punking.”
 - Understanding sequences, transitions, and timing in waacking routines.
 - Using proper posture and control to prevent strain while executing rapid arm and shoulder movements.

WAACKING 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

- What do you think “waacking” might look like?
- How can we show feelings using our arms and hands?

During

- Which moves look fast? Which look smooth?
- How does the music make you want to move?

Post

- What was your favourite move to try?
- How did waacking make you feel?

GRADES 4-6

Pre

- What styles of dance have you seen before?
- How can body movements tell a story?

During

- Which moves look like they need the most practice?
- How does the dancer use the beat to guide their movement?

Post

- How does waacking compare to other dance styles you’ve tried?
- What emotions can you show using waacking?

GRADES
7-8

Pre

- Where do you think waacking comes from?
- How might waacking be different from other street dance forms?

During

- How do arm movements and poses express character?
- What did you notice about the relationship between music and movement?

Post

- How can waacking be used to express identity?
- What was the most challenging part of learning the style?

GRADES
9-12

Pre

- What do you know about the origins of waacking in club culture?
- How can dance styles carry social and cultural messages?

During

- How do dancers adapt waacking to fit different tempos or moods?
- What stylistic choices make waacking unique?

Post

- How has waacking evolved since it began?
- How could you incorporate waacking into your own creative work?

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:

- **Waacking:** A street dance style from 1970s Los Angeles characterized by fast, expressive arm movements, dramatic poses, and storytelling through motion.
- **Punking:** The original name for waacking; an LGBTQ+ club dance form from which waacking evolved.
- **Arm Roll:** Rotational arm movement often starting at the wrist or shoulder, gliding over the head.
- **Pose:** A stylized, theatrical posture held to punctuate or accentuate movement.
- **Musicality:** Expressing and interpreting rhythm and beat through movement with precision and flair.
- **Freestyle:** Improvised, impromptu dance movements based on personal expression and response to music.
- **Waack Back / Waack Forward / Double Waack:** Arm flicks or “whacks” performed backward, forward, or with both arms together.
- **Lines:** Straight arm shapes moving rhythmically—often side to center to side.
- **Overhead:** Raised arm movement, starting at the chest and moving past the head.
- **Rolls:** Circular movements of the arm wrapping around the body or head.

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