

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
OTTAWA DANCE DIRECTIVE



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

CONCEPT DANCE: BODY MOVING: DANCE AS YOU ARE

Program Overview

Artist Name: Ottawa Dance Directive

Artist Bio: Ottawa Dance Directive is a professional contemporary dance centre located on the second floor of Arts Court. The centre opened its doors on September 1, 2010. ODD houses four tiers of dance programming; Compagnie Odd, Series Dance 10, training, and inclusive resource sharing. Ottawa Dance Directive was founded by four local artists of distinction: Natasha Bakht, Yvonne Coutts, Sylvie Desrosiers and Lana Morton.

Program Description: This workshop dives into creating a dance that expresses what is on your mind. Either as a solo or in small groups, the workshop is designed to assist in movement invention, gesture, and even text. Learn creative ways to express topics that matter to you through physical language, space, and time. The professional dancers guide by demonstration and engagement. The workshop is structured to promote self-expression and compassion.

Artistic Discipline: Dance

Recommended Grade Levels: 7 – 12



Session Logistics: In person only

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



CONCEPT DANCE: BODY MOVING: DANCE AS YOU ARE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Using different patterns in dance.
 - Exploring the relationship between rhythm and movement.
 - Inventing movement and gesture to express ideas and feelings.
- Strand B – Reflecting, Responding and Analyzing
 - Describing skills needed to perform in public.
 - Observing, interpreting, and discussing dance work created in class.
- Strand C: Exploring Forms and Cultural Contexts
 - Recognizing that dance can communicate identity, feelings, and social messages.
 - Connecting personal experiences to creative expression.
 - Understanding that multiple movement styles and traditions inform contemporary dance.

CONCEPT DANCE: BODY MOVING: DANCE AS YOU ARE

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
7-8

Pre

- What does it make you think of?
- How can movement show feelings without words?
- Skills needed for dancing in front of others?

During Workshop

- Movement patterns or shapes in your dance?
- How speed/level changes the feeling of movement?
- Which movement feels most “like you” and why?

Post-Workshop

- Favourite movement or section?
- Most challenging part of creating your dance?
- How working with others affected your performance?

GRADES
9-12

Pre

- Meaning of “authentic movement”?
- Dance as self-expression or social commentary?
- Which element of dance most affects the audience (space, time, energy, relationship)?

During Workshop

- Deciding when to repeat/change movement?
- Rhythm’s influence on tone of dance?
- How improvisation shaped your work?

Post-Workshop

- How well your dance communicated intended meaning?
- Choices in energy, timing, space that supported intention?
- How collaboration influenced movement vocabulary?

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:

- **Body:** the instrument of dance; includes body parts, shapes, and actions.
- **Space:** the area dancers move in; can be personal space or general space.
- **Time:** the rhythm, tempo, and duration of movement.
- **Energy:** the quality of movement (e.g., sharp, smooth, sustained, explosive).
- **Relationship:** how dancers interact with each other, props, or the space.
- **Phrase:** a short sequence of movements that feels complete.
- **Motif:** a movement or gesture repeated and developed in a dance.
- **Canon:** dancers perform the same movement starting at different times.
- **Unison:** dancers perform the same movement at the same time.
- **Improvisation:** creating movement spontaneously.
- **Transition:** movement or gesture that links sections of a dance.
- **Flow:** continuous vs. disconnected movement.
- **Dynamics:** variations in energy, speed, and intensity.
- **Fusion:** blending movement styles or genres.
- **Gesture:** movement of the body, often the hands or arms, to convey meaning.

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