

# STUDY GUIDE

DISCIPLINE:  
**DANCE**

ARTIST:  
**PROPELLER DANCE**

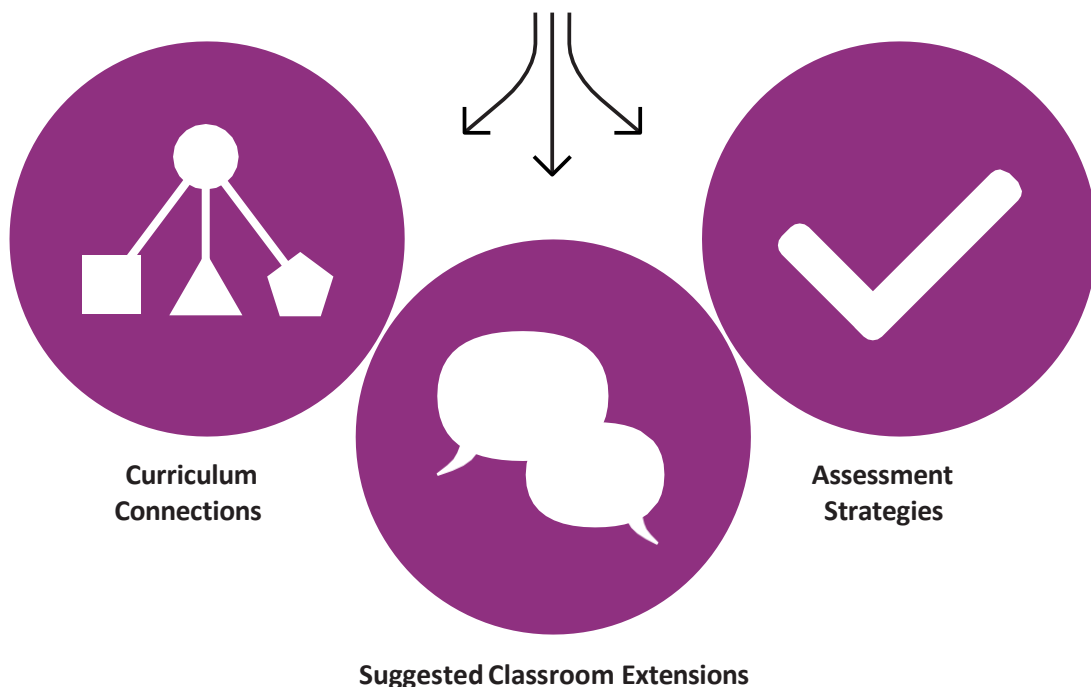


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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 ..... 5

    Extend the Learning (Discussion Prompts)..... 6

**DANCE OVERVIEW ..... 10**

**APPENDIX..... 11**

    Vocabulary bank/glossary:..... 11

    Student Health and Well-Being ..... 12

    Additional Resources ..... 12

# STUDY GUIDE: DANCE

## WHEELS & FEET DANCE

### Program Overview

**Artist Name:** Propeller Dance

**Artist Bio:** Propeller Dance celebrates diverse voices and bodies through performance and education, championing inclusivity and freedom of expression. Since 2007, the company has provided inclusive programming that inspires change and transformation in the dance sector. Propeller Dance's mission is to show that everyone is able to dance, promoting creativity, professionalism, and a vibrant, diverse community.

**Program Description:** Students experience the joy of movement, accompanied by live music. They express themselves creatively through dance, in a non-judgemental setting and demonstrate that everyone can dance; if you can breathe, you can dance!

**Artistic Discipline:** Dance, Literary Arts, Media Arts

**Recommended Grade Levels:** 1 – 12

**Session Logistics:** In person only

**Cultural Context:** Theme - Disability Awareness

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



# WHEELS & FEET DANCE

## Curriculum Connections

### Learning Themes:

- Strand A – Creating and Presenting
  - Learning to create movement and present dance.
  - Responding to music and movement prompts in flexible ways.
  - Working with partners of different abilities.
- Strand B – Reflecting, Responding and Analyzing
  - Interpreting and critiquing workshop.
  - Understanding the artistic choices of mixed-ability dancers.
- Strand C: Exploring Forms and Cultural Contexts
  - Building knowledge and skills for dance.
  - Spatial awareness and communication in mixed-ability settings.
  - The role of accessibility in the performing arts.

# WHEELS & FEET DANCE

## 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

1-3

### Pre

- What do you think *dance* is?
- How can people move in different ways?
- Have you ever danced with a friend or family member?

### During

- What moves do you see that you like?
- Are the dancers moving fast, slow, or both?
- What shapes do you see the dancers make?

### After

- What was your favourite part?
- How did the dancers make you feel?
- Can you show one move you remember from the video?

**Pre**

- What does *inclusive dance* mean to you?
- How do you think dancers using wheels might move differently?
- What do you hope to see in this workshop?

**During**

- What moves or patterns stand out to you?
- How do the dancers work together?
- What kind of music or sounds do you hear, and how do they match the movement?

**After**

- Which part told a story or gave you a feeling?
- Did anything surprise you about who can dance or how dance can look?
- If you could add a move to the dance, what would it be?

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

**Pre**

- What do you know about mixed-ability performances?
- How might dancers adapt movements for different bodies or equipment?
- What do you expect the mood or style of the workshop to be?

**During**

- Which movement motifs or patterns do you notice?
- How do the dancers use levels, space, or formations?
- How does the music or silence change the way you see the dance?

**After**

- What was the most powerful moment for you, and why?
- How did this workshop change or confirm your ideas about dance?
- How could your own community make art more inclusive?



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

**Pre**

- What do you understand about the concept of mixed-ability workshop?
- What might be the artistic or social purpose of this piece?
- How do you expect movement, music, and staging to work together?

**During**

- What movement motifs (repeated actions) do you notice, and how do they evolve?
- How do the dancers communicate emotion or narrative without words?

**Post**

- What do you think the central theme or message of the piece is?
- How does this work challenge or expand your understanding of dance as an art form?
- What role do you think inclusion plays in the artistic impact of the workshop?

# 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:

- **Choreography:** Planned and arranged movements in a dance.
- **Improvisation:** Creating movement spontaneously, without a set plan.
- **Formation:** The shape or arrangement dancers make on stage.
- **Level:** The height of movement (high, medium, low).
- **Pathway:** The route or pattern dancers travel in the performance space.
- **Unison:** Dancers moving in exactly the same way at the same time.
- **Canon:** Dancers performing the same movement one after another, like a ripple.
- **Gesture:** A small, expressive movement of a part of the body.
- **Motif:** A movement or sequence repeated and developed in a dance.
- **Dynamics:** The quality or energy of movement (smooth, sharp, heavy, light).
- **Spatial Awareness:** Understanding where you are in space and in relation to others.
- **Contrast:** Using opposing elements (fast/slow, high/low, still/moving) to create interest.
- **Phrasing:** Grouping movements together, often in connection with music or rhythm.
- **Contact Work:** Partnering that involves touch, weight sharing, or lifting.
- **Accessibility:** Design and practice that ensures everyone can experience and participate in the arts.

# 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