

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
BBOYZIM DANCE COMPANY



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:

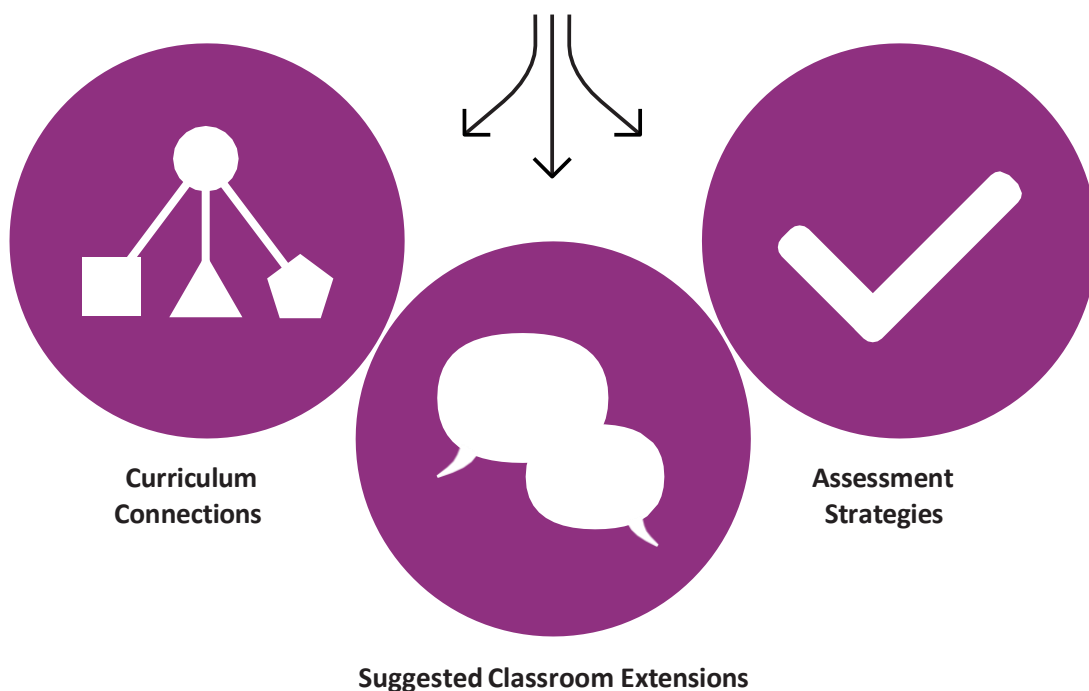


TABLE OF CONTENTS

STUDY GUIDE: DANCE 4

 Program Overview 4

 Curriculum Connections 6

 Extend the Learning (Discussion Prompts) 7

DANCE OVERVIEW..... 11

APPENDIX 12

 Vocabulary bank/glossary: 12

 Student Health and Well-Being 13

 Additional Resources 13

STUDY GUIDE: DANCE

THE EVOLUTION OF B-BOYING

Program Overview

Artist Name: Bboyzim Dance Company

Artist Bio: B-boy Crazy Smooth, founder of Bboyizm Dance Company, is one of Canada's top street dancers. He has taught Cirque du Soleil acrobats, performed internationally, and received the Most Valuable B-boy award at Kings of NY. The first B-boy to earn a full Canada Council grant, he now champions street dance in performing arts with the motto "Dance to Express, Not to Impress."

Program Description: B-Boying and b-girling (Breakdancing), born in the early 1970s, is an integral component of contemporary black history and hip-hop culture. This dynamic street dance now has a significant international following and reputation. In addition to its roots in Funk music and African American culture, the powerful acrobatic aspects of B-boying, or "breaking", make it one of the most unique dances in the world. Dancer-choreographer, Crazy Smooth, brings together some of Canada's best street dancers to present a show that will amaze and inspire students and teachers alike, while educating them on the evolution of the dance, its culture and music

Artistic Discipline: Dance

Recommended Grade Levels: K - 12



Session Logistics: In person or online

Cultural Contexts: Black Legacy, North American History

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



THE EVOLUTION OF B-BOYING

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting/Performing
 - Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
 - Apply the creative process to the composition of simple dance phrases, using the elements of dance to communicate feelings and ideas. (Grades 1-8)
 - Demonstrate an understanding of the dance techniques and movement vocabularies of a variety of dance forms from around the world. (Grades 9-12)
- Strand C – Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society. (Grades 9-12)

THE EVOLUTION OF B-BOYING

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.

K

Pre

- What does dancing mean to you?
- Can we move our bodies to the beat of the music?

During

- How does this music make you want to move?
- What moves do you notice the dancers doing?

Post

- What was your favourite move or moment?
- How did the dancers tell a story with their bodies?

GRADES
1-3

Pre

- What do you already know about hip-hop or breakdancing?
- What kind of music makes you want to move?

During

- What kind of moves do you see the dancers doing on the floor?
- What does “dance to express, not to impress” mean to you?
- How are the dancers working together as a team?

Post

- What did you learn about where breakdancing comes from?
- How do you think the dancers told a story without using words?

GRADES
4-6

Pre

- What do you know about the history of hip-hop or street dance?
- Why do you think dance is a form of expression?

During

- What did you notice about the energy and movement in the show?
- How do the dancers use space, music, and rhythm to tell a story?
- What role does improvisation (freestyling) play in the dance?

Post

- What new ideas or history did you learn about breaking or hip-hop?
- How can dance help people share their stories or identity?
- How did the performance inspire you creatively?

Pre

- What do you know about the roots of hip-hop culture?
- How can dance act as a form of resistance or self-expression?
- In what ways might street dance be different from competitive or studio dance?

During

- How did the dancers use their bodies to communicate power or emotion?
- How did the music affect the movement and pacing of the performance?

Post

- What surprised you about the history or style of breaking?
- How could you use movement to express a part of your identity?
- What do you think Crazy Smooth means by “Dance to express, not to impress”?

GRADES
9-12

Pre

- How has hip-hop evolved as both a cultural and artistic movement?
- What does it mean to bring street culture into mainstream art spaces?
- Can dance be political? Why or why not?

During

- How did the dancers demonstrate the roots and evolution of breaking?
- What elements of music, style, and identity stood out to you during the show?
- In what ways did the performance challenge your ideas of what dance “should” be?

Post

- How does street dance reflect or resist social and cultural norms?
- Could you see yourself using movement to express your own story or community?
- What role do you think artists like Crazy Smooth play in cultural education today?

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:

- **B-boy/b-girl:** A dancer who performs breaking (breakdancing), part of hip-hop culture.
- **Breaking/breakdancing:** A street dance style involving acrobatics, footwork, and freestyle.
- **Cypher:** A dance circle where individuals freestyle and take turns performing.
- **Toprock:** Upright footwork done before going to the floor in breaking.
- **Downrock:** Floor-based moves using hands and feet.
- **Freeze:** A pose held at the end of a sequence to emphasize control and expression.
- **Battle:** A competitive dance showdown between individuals or crews.
- **Funk music:** A rhythmic genre of music that influenced early hip-hop and breakdancing.
- **Hip hop culture:** A movement including dance, music (rap/DJing), visual art (graffiti), and knowledge.
- **Street dance:** Dance styles developed in public spaces, such as breaking, popping, and locking.

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