

# STUDY GUIDE

**DISCIPLINE:**  
**DANCE**

**ARTIST:**  
**CINDY FERLA MORQUETTE**

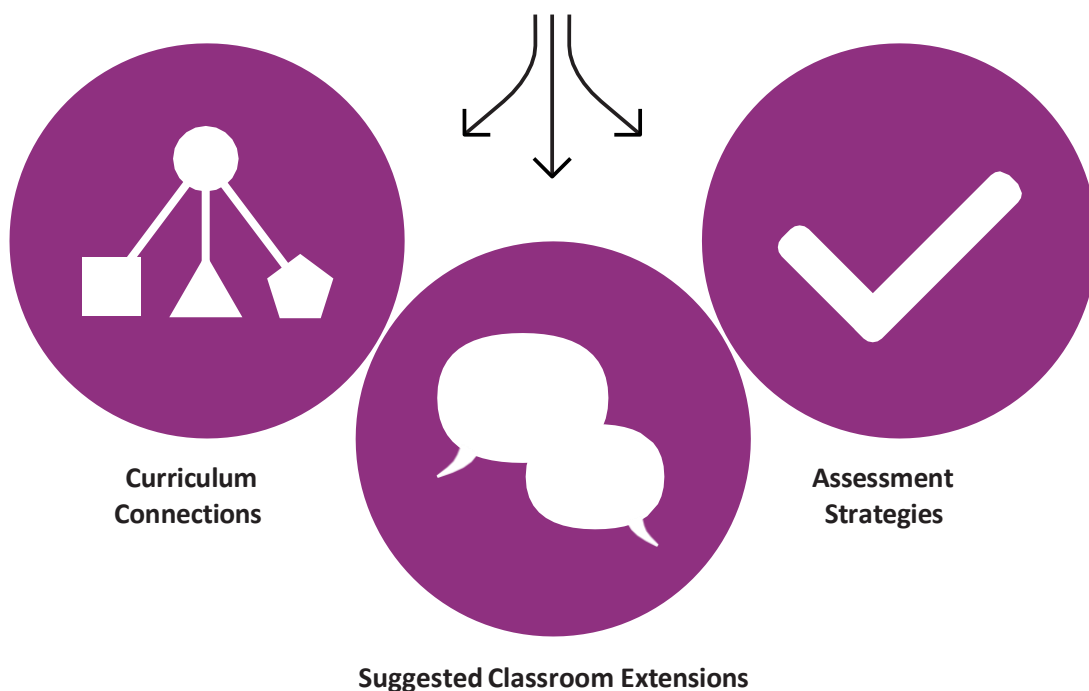


**The following package is provided as a supplemental resource to enhance and support the artist’s visit.**

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

## SOUNDS OF HAITI — CELEBRATING CULTURE THROUGH DANCE

### Program Overview

**Artist Name:** Cindy Ferla Morquette

**Artist Bio:** Originally from Haiti, Cindy is a dancer and creative educator based in Ottawa. She trained in ballet, jazz, hip hop, and Haitian Folklore—a rich cultural dance performed with live drums. Cindy toured nationally with Haiti en Scene, founded Espace Chrysalide dance school, and holds a master’s in dance science. Her goal is to preserve and promote Haitian Folklore globally.

**Program Description:** Bring the energy, resilience, and beauty of Haitian culture into your classroom with Sounds of Haiti, an engaging dance workshop designed for students of all ages. Through the rhythmic movements of traditional Haitian folklore dance and vibrant live or recorded music, students will get their bodies moving while immersing themselves in the rich cultural heritage of Haiti. More than just a fun and active experience, this workshop is a powerful exploration of history, identity, and empowerment. As the first Black nation to gain independence—overcoming one of the world’s strongest colonial powers—Haiti’s story is one of strength, resistance, and pride. Students will discover often-overlooked positive aspects of Haitian culture, from its traditions and artistry to its pioneering role in the global fight for freedom.



**Artistic Discipline:** Dance

**Recommended Grade Levels:** K - 12

**Session Logistics:** In person only

**Cultural Context:** Haitian Culture

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



# SOUNDS OF HAITI – CELEBRATING CULTURE THROUGH DANCE

## Curriculum Connections

### Learning Themes:

- Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts. (K)
- Strand A – Creating and Presenting
  - Apply the creative process to the composition of a variety of dance pieces, 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, traditions, and styles from the past and present, and their sociocultural and historical 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)
- Cross Curricular Connections
  - History – Heritage and Identity, Interactions and Change

# SOUNDS OF HAITI — CELEBRATING CULTURE THROUGH 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.

**K**

### Pre

- Have you ever danced to music? How did it make you feel?
- What kinds of music do you like to move to?

### During

- What sounds did you hear in the music?
- What movements did you like best?

### Post

- What did you learn about the country of Haiti?
- What colours or movements do you remember from the dance?

**GRADES**

**1-3**

**Pre**

- What do you think a traditional dance might look or sound like?
- Why do you think people use music and dance to tell stories?

**During**

- What kinds of instruments or rhythms did you notice?
- How do dancers use their feet and arms to express feelings?

**Post**

- What's something new you learned about Haitian people or culture?
- Why is it important to learn about different cultures?
- What was your favourite part of the dance or music?

**GRADES**

**4-6**

**Pre**

- What do you know about Haiti's history or culture?
- How can dance be used to show pride or tell a story?
- What does independence mean? Why might it be important to Haiti's story?

**During**

- What cultural elements did you see in the dance (clothing, movements, music)?
- How do the dance and music help tell Haiti's story of resilience?
- What surprised you about the energy or emotion in the performance?

**Post**

- Why do you think Cindy wants to share Haitian culture through dance?
- What role does rhythm play in Haitian Folklore dance?
- How can movement and music help preserve history?



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

**Pre**

- How does learning about cultural arts challenge dominant narratives in history?
- What are some ways dance can reflect a community's history or resistance?

**During**

- In what ways does Haitian Folklore reflect Haiti's fight for independence and identity?
- What physical elements (movement, rhythm, expression) stood out to you most?

**Post**

- How does Cindy use dance as a form of cultural education and empowerment?
- What connections can you make between Haiti's history and other freedom movements?

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

**Pre**

- How do colonization and global inequality affect how we view nations like Haiti today?
- What does it mean to preserve a cultural tradition in a modern world?
- How can performance art (like dance) function as resistance or storytelling?

**During**

- What historical or cultural themes were expressed through the movement and rhythm?
- How does Haitian Folklore challenge Western-centric ideas of dance and culture?
- How did Cindy's approach blend cultural pride with contemporary education?

**Post**

- How can cultural representation in schools impact how we understand identity and heritage?
- In what ways does the workshop promote equity, inclusion, and social awareness?
- What responsibilities do artists and educators have in preserving and sharing cultural knowledge?

# 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:

- **Rhythm:** A pattern of sounds and beats in music or dance.
- **Drumming:** Playing drums to create music—often part of Haitian dance.
- **Tradition:** A custom or practice that people in a group have done for a long time.
- **Diaspora:** A group of people who live outside their ancestral land but keep their traditions alive.
- **Cultural Heritage:** The traditions, language, music, and beliefs passed down in a culture.
- **Identity:** Who you are, including your culture, history, and community.
- **Folklore:** Traditional stories, music, and dances passed down in a culture.
- **Haiti:** A Caribbean country and the first Black nation to gain independence from colonial rule.
- **Colonialism:** When one country takes over and controls another country and its people.

# 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