

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
JULIANNE LAVERTU



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:

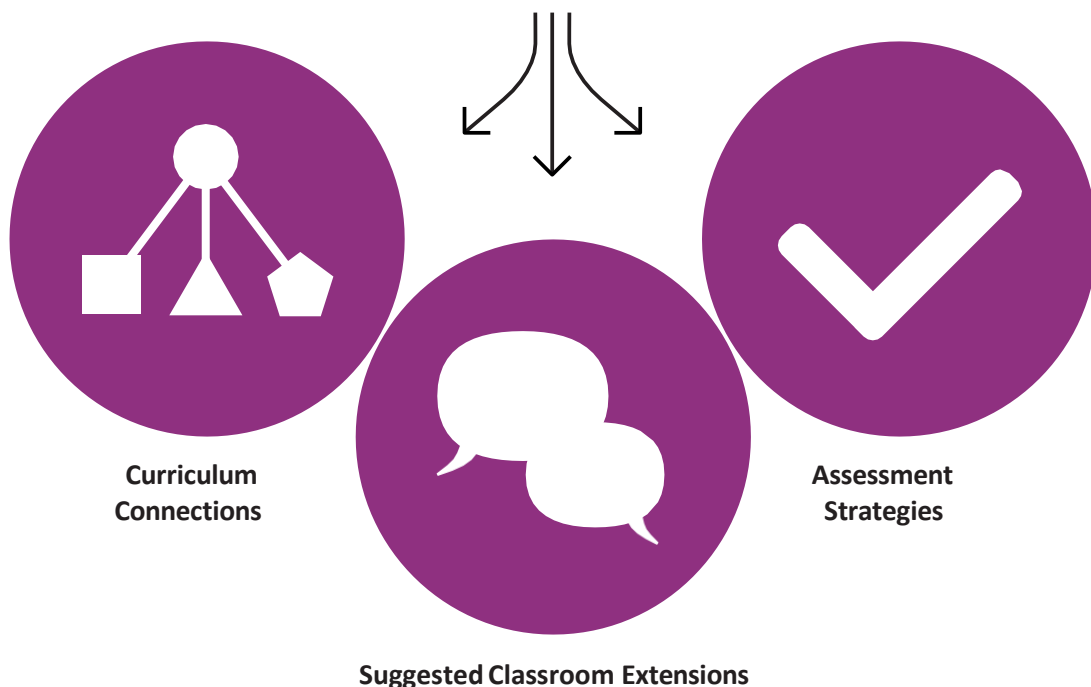


TABLE OF CONTENTS

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

AFRO-CARIBBEAN DANCE AND CULTURE

Program Overview

Artist Name: Julianne Lavertu

Artist Bio: Julianne M. Lavertu is a professional dancer, educator, and artistic director of the Cultural Arts Studio. Specializing in Afro-Caribbean dance, she has collaborated with institutions like the National Ballet of Canada and the National Arts Centre. Committed to inclusion and artistic freedom, Julianne creates a space where everyone can experience empowerment and liberation through dance—beyond traditional boundaries.

Program Description: Join Julianne Lavertu in this interactive performance as she leads participants through a journey of Afro-Caribbean culture through dance. With performances and workshops all in one, the artist shares the cultural context, history, and differences in style of some of the dances found across the islands. Participants will learn about the impact of Afro-Caribbean dance and culture through music, singing, and dance through short interactive segments.

Artistic Discipline: Dance

Recommended Grade Levels: K - 12

Session Logistics: In person only



Cultural Context: African Culture, Black Legacy,
Caribbean Culture

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



AFRO-CARIBBEAN DANCE AND CULTURE

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 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 B – Reflecting, Responding and Analysing
 - Demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts / Foundations
 - 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)

AFRO-CARIBBEAN DANCE AND CULTURE

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 makes you want to dance?
- What do you think music from the Caribbean might sound like?

During

- Can you hear the beat? Can you move to it?
- What did you see Julianne do with her arms or feet?
- Did she sing or use any instruments?

Post

- What was your favorite dance move?
- How did the music make you feel?
- Can you show someone a move you learned today?

GRADES

1-3

Pre

- Have you ever heard music or seen dances from the Caribbean?
- What does "culture" mean to you?
- How can people tell stories through dance?

During

- What do the music and dance make you feel or imagine?
- What did Julianne tell you about where the dances come from?
- Did you hear singing or see special costumes?

Post

- What new things did you learn about Afro-Caribbean dance?
- Why is it fun or important to learn dances from different cultures?

GRADES

4-6

Pre

- What do you know about Afro-Caribbean culture?
- What would you like to learn from a dancer like Julianne?

During

- What differences do you notice between the dance styles she shows?
- How do the singing and music help tell the story?
- What cultural or historical facts did Julianne share?

Post

- What is something you learned about the Caribbean islands through dance?
- How does this dance style show celebration or emotion?
- How can learning dances from other cultures help us understand each other better?

Pre

- What do you know about the African influence in Caribbean culture?
- How is dance used to express identity, resistance, or community?
- Why do you think Julianne focuses on inclusion and freedom in her work?

During

- How does Julianne explain the meaning or origin of each dance?
- What role do music and lyrics play in these cultural performances?

Post

- What cultural values or stories were reflected in the dances?
- How did the interactive parts affect your understanding of the performance?
- How can Afro-Caribbean dance connect people across different communities?

GRADES
9-12

Pre

- How do dance and music function as cultural memory or resistance?
- What do you expect to learn about Afro-Caribbean identity through this performance?
- How do you think Julianne's work challenges traditional ideas of dance or performance?

During

- How does Julianne balance performance and education in this experience?
- What themes of freedom, identity, or history were expressed through movement?

Post

- How did this performance shape your understanding of Afro-Caribbean culture?
- What insights did you gain about art as a tool for empowerment and inclusion?
- How could you use your own artistic voice to explore or share culture?

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:

- **Afro-Caribbean:** A mix of African and Caribbean cultures, especially in music, dance, and traditions.
- **Culture:** The way a group of people live, including their music, language, food, and celebrations.
- **Choreography:** Planned steps and movements in a dance.
- **Tradition:** A custom or way of doing something that is passed down in a culture.
- **Rhythm:** A pattern of beats or sounds in music that dancers follow.
- **Movement:** How the body moves to express emotion, tell stories, or follow music.
- **Inclusion:** Making sure everyone feels welcome and able to participate.
- **Liberation:** The feeling of being free to express yourself and your identity.
- **Diaspora:** A group of people who live outside their original homeland but keep their culture alive.
- **Expression:** Sharing thoughts or feelings through dance, music, art, or words.
- **Identity:** The qualities and culture that make you who you are.
- **Community:** A group of people who share something in common, like where they live or their traditions.

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