

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
KULJIT SODHI



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:

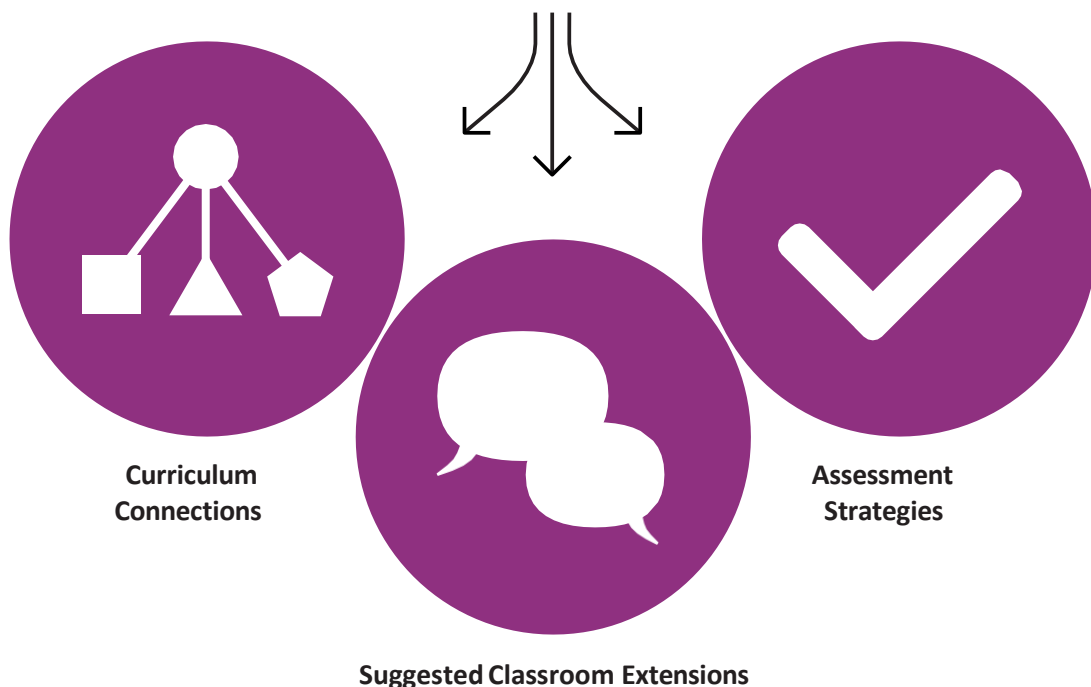


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STUDY GUIDE: DANCE

BOLLYWOOD DANCE

Program Overview

Artist Name: Kuljit Sodhi

Artist Bio: Kuljit Sodhi, musician and dancer, is the creator and leader of the successful world music ensemble Galitcha. Galitcha is a visionary ensemble that performs original compositions based on Indian folk music, combined with influences from jazz, world and North American folk. In addition to playing music for the past fifteen years Kuljit has been a dance teacher and conducts dance workshops of traditional east Indian folk and Bollywood styles.

Program Description: Learn basic movements from Indian popular culture and get the whole group involved in a dance choreography. Explore basic Bhangra, Dhandia (stick dance) and Bollywood dances.

Artistic Discipline: Dance

Recommended Grade Levels: 4 – 12

Session Logistics: In person or online

Cultural Context: Asian, Culturally Diverse, Francophone, Men+, Person of Colour

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



BOLLYWOOD DANCE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Learning Bollywood-specific steps, gestures, and poses.
 - Moving in sync with the best patterns in Indian music.
 - Using facial expressions, posture, and body language to tell a story.
- Strand B – Reflecting, Responding and Analyzing
 - Recognizing the traditions and origins of Bollywood dance and music.
 - Noticing how movement, expression, and timing affect performance quality.
- Strand C: Exploring Forms and Cultural Contexts
 - Recognizing how traditional Indian rhythms and instruments influence movement.
 - Learning to perform with awareness of the dance form's cultural roots and significance.
 - Exploring where and why Bollywood dance is performed.

BOLLYWOOD 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
4-6

Pre

- What do you know about where Bollywood dance comes from?
- How can you use your face and hands to help tell a story?
- What mood do you want to show in today's performance?

During

- Are your steps matching the beat of the music?
- How are you using facial expressions to match the story or feeling?
- How are you making sure your moves stay in time with your group?

Post

- Which move or gesture was your favourite, and why?
- How did learning about Bollywood's traditions help you perform?
- What is one thing you would change or add next time?

GRADES
7-8

Pre

- What cultural influences are part of Bollywood dance?
- How will you combine gesture, facial expression, and body movement to tell a story?
- What emotions or ideas do you want the audience to feel from your performance?

During

- Are your movements clear and expressive while staying in rhythm?
- How are you using your body to help the audience understand the story or mood?
- What can you do to stay in sync with your group while keeping your performance strong?

Post

- Which part of the choreography had the most impact, and why?
- How did understanding the background of Bollywood dance affect your performance?
- What would you focus on improving for next time?

Pre

- What historical and cultural elements are important to know before performing Bollywood dance?
- How will you layer movement, gesture, and facial expression to convey meaning?
- What personal artistic choices will you bring to make the performance unique?

During

- Are you sustaining energy, rhythm, and clarity throughout the piece?
- How are you balancing synchronization with personal expression?
- What adjustments can you make in real time to connect more with the audience?

Post

- Which artistic choice best helped tell the story or express the mood?
- How did cultural understanding shape your interpretation of the dance?
- What specific technique or element will you refine for the future?

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:

- **Bollywood dance:** energetic Indian cinema dance combining movement, rhythm, and storytelling
- **Mudra:** symbolic hand gestures that show meaning
- **Hip undulation:** smooth, wave-like hip movement
- **Abhinaya:** using facial expressions to show emotion
- **Rhythmic structure (Taal):** beat patterns in Indian music that guide dance timing
- **Ghungroos:** ankle bells that add sound to the rhythm
- **Pose:** a dramatic still position in choreography
- **Expression:** showing feelings through face and body
- **Synchronization:** moving in time with music or other dancers
- **Fusion:** mixing classical Indian dance with modern styles
- **Interpretation:** personal artistic choices in how you perform
- **Cultural awareness:** understanding where dance elements come from and their meaning
- **Engagement:** connecting with the audience through energy and emotion

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 drama 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