

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
LOUIS MERCIER

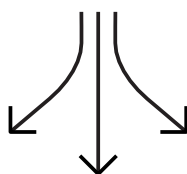


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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:



**Curriculum
Connections**



Suggested Classroom Extensions



**Assessment
Strategies**

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STUDY GUIDE: DANCE

TRADITIONAL DANCE

Program Overview

Artist Name: Louis Mercier

Artist Bio: Louis Mercier, known as L’habitant Voyageur, is a passionate ambassador of traditional French-Canadian music from Maniwaki, Quebec. Since 1984, he has performed over 3000 times across Canada, sharing his family’s folkloric traditions including square dance, percussion, and toe-tapping rhythms. A high school math teacher by profession, Louis is driven to connect audiences with the past, present, and future of French-Canadian culture through music and storytelling.

Program Description: Students will learn the steps of square dances, set to traditional French-Canadian music. Rediscover the love of the dances and music that inspired our ancestors!

Artistic Discipline: Dance

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Contexts: French-Canadian Culture

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



TRADITIONAL DANCE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Use the creative process to compose movement or short dance pieces.
 - Communicate feelings or ideas through dance – using elements like body shapes, energy, space, and time.
- Strand B – Reflecting, Responding and Analyzing
 - The ability to describe their own and others' dance work using appropriate vocabulary.
 - Critical thinking about strengths, areas for growth, and meaning in dance, including cultural contexts.
- Strand C: Exploring Forms and Cultural Contexts
 - Dance traditions from various cultures, including French-Canadian forms like quadrille, rigodon, and gigue.
 - How dance functions within society and heritage.

TRADITIONAL 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
K-3

Pre

- What is dancing?
- Can you name a dance you know?
- How do you think people used to dance long ago?

During

- What shapes can you make with your body while dancing?
- How does the music make you move faster or slower?
- Can you copy the rhythm with your feet?

Post

- Which move was your favourite?
- How did dancing make you feel?
- Why do you think people dance together?

GRADES
4-6

Pre

- What are some ways dance can tell a story?
- Why might a community create and keep a traditional dance?
- Which dance vocabulary words are new to you?

During

- Which elements of dance do you notice?
- How do dancers stay in sync?
- What is the role of a caller in square dancing?

Post

- Which step or pattern was the hardest to learn?
- How do these dancers bring people together?
- Which vocabulary words can you explain now?

GRADES
7-8

Pre

- How do traditional arts help to preserve culture?
- What other percussive dance forms do you know?
- Which dance styles in your own life or community have a history?

During

- How does the choreography use repetition and variation?
- How do dancers communicate non-verbally in a group setting??
- What mood or feeling does the music create?

Post

- How did learning this dance change your view of French-Canadian culture?
- Could this style be used with a modern dance form? How?

GRADES

9-12

Pre

- What is the relationship between music, movement, and cultural identity?
- How does traditional dance differ from contemporary styles?

During

- How is rhythm structured in this dance form?
- What role does improvisation play?

Post

- What does this tradition reveal about the community it comes from?
- How does learning this dance expand your understanding of cultural expression?

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:

- **Jig:** step dance
- **Quadrille:** square dance
- **country dance:** traditional group dance
- **rigodon:** lively folk dance from Quebec
- **réel :** quick duple-meter dance tune
- **call:** the caller's instructions in square dance
- **step dancer:** male or female percussive dancer
- **bourrée:** traditional French folk dance
- **square set:** square formation of dancers
- **clog:** percussive dance style
- **feet:** as in footwork
- **foot tapping:** clacking or striking the floor with the feet
- **beat:** tap or strike of the foot
- **basic step:** fundamental movement in a dance
- **chain:** a weaving figure in a dance
- **back-to-back:** movement where dancers pass each other back-to-back

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