

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
MOOV



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

THE UNDERGROUND - INTERACTIVE PERFORMANCE

Program Overview

Artist Name: MOOV

Artist Bio: Moov is a professional street dance company founded in 2018 by Ottawa natives Alea de Castro and Arnaldo Betancourt Silva. Specializing in Hip Hop, House, Waacking, and Breaking, Moov offers dynamic classes, workshops, school programs, and performances. Committed to artistic growth, they foster an inclusive environment for dancers of all levels. Though Moov's impact is global, its roots remain firmly in Ottawa's vibrant dance community.

Program Description: The Underground is a street dance show duet created by Moov Ottawa Dance. Choreographed and performed by Moov's Artistic Directors Alea de Castro and Arnaldo Betancourt Silva, the 20-minute performance immerses audiences in the underground world of street dance—where individuality, culture, music, and expression come alive through the styles of Waacking, Hip Hop, Breaking, House, and Popping. Welcoming audiences of all ages—from kindergarten to grade 12, and even parents and young adults—the show is followed by a 30–45 minute interactive experience. This engaging segment invites everyone to participate in movement, cheer on their peers, and showcase their own grooves in a supportive, educational, and high-energy atmosphere rooted in the vibrant essence of street dance culture.



Artistic Discipline: Dance

Recommended Grade Levels: K - 12

Session Logistics: In person only

Cultural Context: African Culture, Black Legacy

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



THE UNDERGROUND - INTERACTIVE PERFORMANCE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Explore personal creativity through street dance, freestyle, and collaborative choreography.
 - Develop movement sequences that reflect rhythm, energy, and personal style.
- Strand B – Reflecting, Responding and Analyzing
 - Recognize and discuss the cultural roots and history of hip-hop and street dance.
 - Identify musical elements such as beat, tempo, and rhythm in performance.
 - Reflect on how movement can tell a story or express emotions.
- Strand C: Exploring Forms and Cultural Contexts
 - Learn about the origins and evolution of hip-hop culture as an art form.
 - Explore the connections between dance, music, and social identity.

THE UNDERGROUND - INTERACTIVE PERFORMANCE

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 kinds of moves do you think you'll see today?
- How do you feel when you hear fast music?

During

- What movements make you think of a story?
- Which dancer's style do you like most, and why?

Post

- What was your favourite part of the performance?
- How did the music and dance work together?

GRADES 4-6

Pre

- What do you know about hip-hop dance or music?
- How can dancers show feelings without words?

During

- What patterns or shapes do you see in the dance moves?
- How do the dancers respond to changes in the beat?

Post

- What message or story do you think the performance told?
- How is street dance different from other dance styles you've seen?

GRADES
7-8

Pre

- What do you think is the role of improvisation in hip-hop dance?
- How might culture influence the way people dance?

During

- How do the dancers communicate with each other without speaking?
- What elements of rhythm and timing stand out to you?

Post

- How do performances like this build community?
- In what ways can dance be a form of storytelling or activism?

GRADES
9-12

Pre

- How has hip-hop evolved from its origins to today?
- What connections exist between dance, music, and social movements?

During

- How do dancers adapt to live audience interaction in their performance?
- What symbols or cultural references do you notice in the choreography?

Post

- How might dance serve as a cultural bridge between different groups?
- What role does authenticity play in preserving street dance traditions?

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:

- **Hip-hop:** A cultural movement including music, dance, art, and expression.
- **Freestyle:** Improvised dance or spoken word created in the moment.
- **Beat:** The rhythmic pulse in music.
- **Cypher:** A circle where dancers, rappers, or performers take turns showcasing skills.
- **Flow:** The smooth, connected style of movement or rhythm in performance.
- **Breakdance:** An acrobatic and athletic street dance style.
- **Popping:** A dance style using quick muscle contractions to create a “pop” effect.
- **Locking:** A dance style with sudden pauses or “locks” in movement.
- **Graffiti:** Visual street art, often created with spray paint.
- **MC (Master of Ceremonies):** A performer who raps, hosts, or guides the energy of an event.
- **DJ:** A person who mixes and plays music, often using turntables or digital equipment.
- **Underground:** A subculture or movement existing outside the mainstream.
- **Crew:** A group of dancers or performers who work together.
- **Battle:** A friendly competition between performers to showcase skills.

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