

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
MONA KIAME



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:

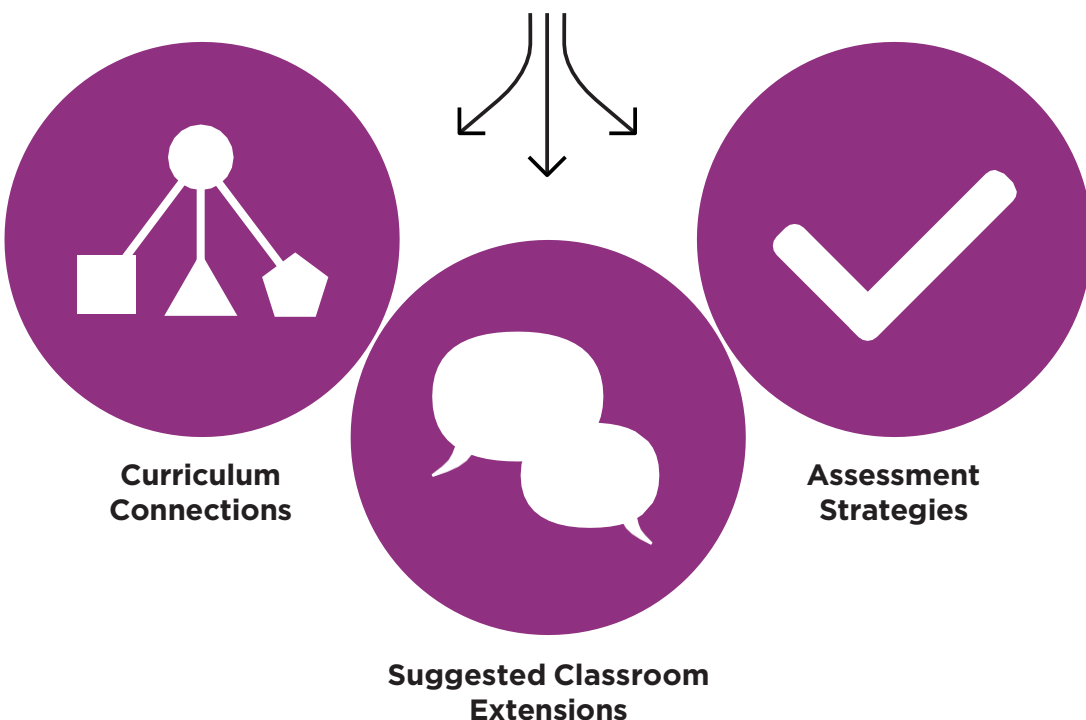


TABLE OF CONTENTS

STUDY GUIDE: DANCE 4

 Program Overview..... 4

 Curriculum Connections.....6

 Extend the Learning (Discussion Prompts).....7

DANCE OVERVIEW 10

APPENDIX..... 11

 Vocabulary bank/glossary:..... 11

 Student Health and Well-Being 12

 Additional Resources..... 12

STUDY GUIDE: DANCE

DABKÉ RHYTHMS: A JOURNEY THROUGH LEBANESE DANCE AND CULTURE

Program Overview

Artist Name: Mona Kiame

Artist Bio: Mona Kiame is a Lebanese dance artist with over 35 years of experience. She shares her passion for dabké through workshops and master classes across Canada, engaging children and adults in Lebanese culture. Mona bridges understanding of non-Western dance traditions and has performed nationally and internationally with the Al-Arz Lebanese Art Group.

Program Description: Step into the vibrant world of Lebanese culture with Mona's interactive dance performance. Rooted in the traditional folk dance dabké, this high-energy experience invites students to explore cultural connections between East and West while learning the celebratory rhythms, footwork, and formations that bring communities together across generations. Through storytelling, rhythmic movement, and live percussion, Mona introduces the cultural and historical significance of dabké—from its ancestral roots to its modern-day expression of joy, unity, and resilience. Students will be invited to participate in simple steps, learn the basics of line and circle



formations, and discover how geometry, rhythm, and teamwork come together in dance. This one-hour session includes two choreographed performances, student participation, and a Q&A. Optional traditional costumes and instruments may be used to enrich the experience.

Artistic Discipline: Dance

Recommended Grade Levels: JK - 12

Session Logistics: In person

Cultural Context: Middle Eastern Culture

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



DABKÉ RHYTHMS: A JOURNEY THROUGH LEBANESE DANCE AND CULTURE

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Learning signature steps, stomps, and line formations that define the style.
 - Moving in unison with others to maintain rhythm and connection in the dance line.
- Strand B – Reflecting, Responding and Analyzing
 - Identifying how traditional Lebanese rhythms guide movement patterns.
 - Discussing how steps and formations can represent unity, strength, and joy.
- Strand C: Exploring Forms and Cultural Contexts
 - Maintaining strong stance while performing repeated stomps.
 - Warming up legs and ankles for energetic, percussive steps.

DABKÉ RHYTHMS: A JOURNEY THROUGH LEBANESE 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.

JK-SK

Pre

- Have you ever danced in a big group before?
- What was it like?
- How do you think the music will make you want to move your feet?

During

- Can you feel the “boom” of the drum in your steps?
- What do you notice when you hold hands and dance together in a line?

Post

- Which step did you like best?
- Can you show it?
- How did it feel to dance all together as one big team?

GRADES**1-3****Pre**

- Have you ever seen a celebration dance before?
- What did it look or feel like?

During

- Can you feel the beat count in your feet when you do the Dabké stomp?
- What do you notice about following the leader in the dance?

Post

- Which step pattern was your favourite and why?
- How does dancing together in a group make you feel?

GRADES**4-6****Pre**

- Why do you think folk traditions like Dabké are passed down through generations?
- What do you expect the music will sound like if it uses instruments like the tabla or mijwiz?

During

- How does the rhythmic accent in the music help you remember when to stomp?
- What do you notice about keeping unity with the dancers beside you?

Post

- How does learning Dabké help you connect to Lebanese heritage?
- If you were the leader, how would you guide the group through a new step?

GRADES
7-8

Pre

- In what ways can the Dabké line formation show community and cooperation?
- How might step variations change the feeling or meaning of the dance?

During

- How do you adjust your timing to match both the beat count and the dancers beside you?
- What role does posture and body alignment play in keeping the steps precise?

Post

- How does Dabké act as a symbol of unity for Lebanese communities worldwide?
- Which aspects of the dance—music, steps, or group work—helped you feel most connected to the tradition?

GRADES
9-12

Pre

- How might the symbolism in Dabké steps reflect Lebanese history or values?
- In what ways can performing a folk tradition like Dabké build cultural awareness in diverse communities?

During

- How do you balance maintaining authenticity in the dance with expressing your own style?
- What strategies help you stay in sync with the rhythmic accents and group movement?

Post

- How does participating in Dabké enhance your understanding of heritage and identity?
- In what ways could Dabké be adapted for a modern performance while keeping its cultural roots intact?

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:

- **Dabké:** Traditional line dance from Lebanon and surrounding regions, performed at celebrations.
- **Step Pattern:** A repeated sequence of movements forming the basic Dabké rhythm.
- **Stomp:** Strong, grounded step that creates a percussive sound.
- **Line Formation:** Dancers holding hands or shoulders in a row, moving in unison.
- **Leader:** The dancer at the front who guides the group's timing and steps.
- **Pivot Step:** A movement where the dancer turns on one foot while keeping the rhythm.
- **Tabla (Darbouka):** Goblet-shaped drum used in Lebanese folk music.
- **Mijwiz:** Traditional double-pipe woodwind instrument often played with Dabké.
- **Beat Count:** Numbering the beats to keep timing with the music.
- **Rhythmic Accent:** Emphasis on certain beats to match stomps or turns.
- **Celebration Dance:** A dance performed during weddings, festivals, and community gatherings.
- **Folk Tradition:** A cultural practice passed down through generations.
- **Unity:** Symbolic meaning of dancing together in one line.
- **Heritage:** Cultural background and history expressed through art.

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