

STUDY GUIDE



DISCIPLINE:
DANCE

ARTIST:
PROPELLER DANCE

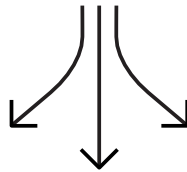


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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

VOD - CIRCUIT (EN)

Program Overview

Artist Name: Propeller Dance

Artist Bio: Propeller Dance celebrates diverse voices and bodies through performance and education, championing inclusivity and freedom of expression. Since 2007, the company has provided inclusive programming that inspires change and transformation in the dance sector. Propeller Dance’s mission is to show that everyone is able to dance, promoting creativity, professionalism, and a vibrant, diverse community.

Program Description: Participants will watch and analyze Circuit, a multidisciplinary film created to display the inequities in our society, the power needed to demand inclusion, and highlight storytelling through sound and movement. In a live post-performance session, students will discuss the message of the work, themes, movements, music, and dance-film medium with the choreographer and one dancer.

Artistic Discipline: Dance

Recommended Grade Levels: 7 – 12

Session Logistics: Online Video on Demand only

Cultural Context: Theme - Disability Awareness



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



VOD - CIRCUIT (EN)

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Using dance to communicate a transformation or journey.
 - Combining choreography with film elements like lighting, camera angles, and editing to enhance meaning.
 - Developing group work where each dancer contributes to a shared thematic story.
- Strand B – Reflecting, Responding and Analyzing
 - Identifying emotions, ideas, and imagery within non-verbal performance.
 - Discussing how music, cinematography, and editing choices influence mood and message.
- Strand C: Exploring Forms and Cultural Contexts
 - Seeing movement as a form of storytelling rooted in human experience across cultures.
 - Recognizing the work as part of modern Canadian inclusive dance practices.
 - Exploring how dance can raise awareness about environmental, social, or political issues.

VOD - CIRCUIT (EN)

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
7-8

Pre

- What do you already know about inclusive dance?
- What do you expect to see? (Movements, costumes, emotions, music)
- How can dance tell a story without words?

During

- What's one movement or pattern that stands out to you?
- How do the dancers use the space around them?
- What feelings or ideas come to your mind during certain moments?

Post

- What was your favourite part, and why?
- Did you see anything that surprised you about who can dance or how dance can look?
- If you could join this performance, what movement would you do?

Pre

- What do you understand about the concept of mixed-ability performance?
- What might be the artistic or social purpose of this piece?
- How do you expect movement, music, and staging to work together?

During

- What movement motifs (repeated actions) do you notice, and how do they evolve?
- How is space used — levels, pathways, formations?
- How do the dancers communicate emotion or narrative without words?

After

- What do you think the central theme or message of the piece is?
- How does this work challenge or expand your understanding of dance as an art form?
- What role do you think inclusion plays in the artistic impact of the performance?

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:

- **Choreography:** Planned and arranged movements in a dance.
- **Improvisation:** Making up movements in the moment without a set plan.
- **Formation:** The shape or arrangement dancers make on stage.
- **Level:** The height of movement (high, medium, low).
- **Pathway:** The route or pattern dancers travel on the floor.
- **Unison:** Dancers moving at the same time in the same way.
- **Canon:** Dancers doing the same movement one after another, like a ripple.
- **Gesture:** A small movement of a part of the body to express an idea.
- **Inclusive Dance:** Dance where people of all abilities can participate together.
- **Expression:** Showing feelings or ideas through movement.
- **Motif:** A movement or sequence repeated throughout the dance that develops or changes over time.
- **Dynamics:** The quality or energy of movement (smooth, sharp, heavy, light).
- **Spatial Awareness:** Understanding where you are in space and in relation to others.
- **Contrast:** Using opposing elements (fast/slow, high/low, still/moving) to create interest.
- **Phrasing:** Grouping movements together, often in relation to music or rhythm.

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