

STUDY GUIDE

DISCIPLINE:
DANCE

ARTIST:
STUTI MUKHERJEE

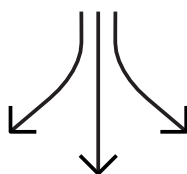


The following package is provided as a supplemental resource to enhance and support the artist’s visit.

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**

TABLE OF CONTENTS

STUDY GUIDE: DANCE.....4

 Program Overview 4

 Curriculum Connections 5

 Extend the Learning (Discussion Prompts)..... 6

DANCE OVERVIEW7

APPENDIX.....8

 Vocabulary bank/glossary:..... 8

 Student Health and Well-Being 9

 Additional Resources 9

STUDY GUIDE: DANCE

INDIAN CLASSICAL DANCE WORKSHOP

Program Overview

Artist Name: Stuti Mukherjee

Artist Bio: Stuti is a Bharatanatyam artist based in Ottawa with rigorous training since age 5. She earned her Diploma from Kalamandalam, Kolkata, and further trained under Guru Amarnath Ghosh in Chennai. Stuti also studied Kuchipudi and Nattuvangam. She runs Kalagriha School of Performing Arts in Kanata, teaching Bharatanatyam to children, youth, and adults in the South-Asian community.

Program Description: Through games and movement exercises, participants will be introduced to the fascinating world of Indian classical dance and its connection to yoga. Students will explore its elements and learn to identify emotions through facial and hand gestures and expressions. (Kindergarten sessions are 30 minutes long)

Artistic Discipline: Dance

Recommended Grade Levels: K - 3

Session Logistics: In person or online

Cultural Context: South Asian Culture

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

INDIAN CLASSICAL DANCE WORKSHOP

Curriculum Connections

Learning Themes:

- Strand A – Creating and Presenting
 - Moving in pathways and formations common in Bharatanatyam.
 - Dancing in sync with tala (rhythmic cycles) using claps or foot stamping.
- Strand B – Reflecting, Responding and Analyzing
 - Understanding what specific mudras or movements represent.
 - Sharing personal feelings or interpretations after viewing a dance segment.
 - Giving and receiving comments on clarify, energy, and expression.
- Strand C: Exploring Forms and Cultural Contexts
 - Understanding the role in festivals, storytelling, and preservation of Hindu epics.
 - Introduction to Carnatic music, nattuvangam, and symbolic costume elements (bells, sari, jewellery).
 - How Bharatanatyam is performed in Canada, adapted for multicultural audiences, and used for education.

INDIAN CLASSICAL DANCE WORKSHOP

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

- Have you ever seen a dance from another country? What did it look like?
- How do dancers use their hands or faces to tell a story?
- What do you think the dancer's costume might look like?

During

- What shapes do you see the dancer making with their hands?
- How does the dancer's face change during the story?
- Can you clap or tap along with the beat of the music?

Post

- What was your favourite movement or hand sign you learned?
- What story or feeling do you remember from the dance?
- How was this dance the same as or different from dances you already know?

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:

- **Bharatanatyam:** A special kind of dance from India where dancers tell stories with their hands, feet, and faces.
- **Step:** A move you make with your feet when you dance.
- **Hand Signs:** Special shapes made with your hands to show things or feelings.
- **Face Show:** Using your face to show happy, sad, or surprised feelings in the dance.
- **Beat:** The steady sound you can clap or tap your feet to in music.
- **Music:** The songs or sounds that dancers move to.
- **Bells:** Little bells worn on the dancer's feet to make music when they move.
- **Story Dance** A dance that tells a story without talking.
- **Sitting Pose:** A special way dancers sit down with bent knees to move better.
- **Costume:** The pretty clothes dancers wear when they dance.
- **Teacher's Music:** The sounds or claps that help dancers know when to move next.

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