

### TEACHER GUIDE:

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is an innovative, non-profit cultural organization which provides internationally renowned programming in the arts, culture, education and recreation, all within a collection of distinctive venues in the heart of Toronto's downtown waterfront. Our School Visits programs are rooted in the inquiry-based learning model, and accommodate for a number of exceptionalities.

### WHAT TO EXPECT FROM YOUR DAY?

When you arrive at Harbourfront Centre, you will be greeted by one of our Educators. Payment will be taken care of by our Registrar (if you are onsite) or our Educator (if you are offsite) during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre. Your program will begin shortly thereafter.

### PROGRAM DETAILS:

**Grades:** 4-12

#### **Curriculum Links:**

##### ***The Arts – Dance (Grades 4-8):***

- Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas

##### ***The Arts – Dance (Grades 9-12):***

- Use the creative process, the elements of dance, and a variety of sources to develop movement vocabulary
- Combine the elements of dance in a variety of ways in composing individual and ensemble dance creations
- Apply dance presentation skills in a variety of contexts and performances

#### **Key Inquiry Question:**

How can you apply the elements of dance to the process of creating contemporary choreography?

### ACTIVATION (Pre Visit Ideas)

- 1) Have students complete a **KWL chart** (see link in the Additional Links to Learning section for a template). In this chart, students should complete what they **Know** about contemporary dance, and what they **Want** to know before attending Harbourfront Centre.
- 2) Introduce students to the **elements of dance** – Body, Space, Time, Energy, Relationship (see *The Arts Curriculum, 2010*). Have students watch **videos of contemporary dance performances**. Ask them to apply their knowledge of each element to analyze the form and structure of the dance piece.
- 3) Have students complete a **research project** on a Canadian contemporary dance company or choreographer. Work with students to develop the format (fact sheet, oral presentation, collage, etc) and criteria for the research assignment. Select from the list below, or have students suggest other artists to research themselves.

- Toronto Dance Theatre
- ProArte Danza
- Louise Lecavalier
- Nyata Nyata
- Kaeja D'Dance
- Crystal Pite
- Kaha:wi Dance Theatre
- Holy Body Tattoo
- Compagnie Marie Chouinard
- Ballet Creole
- Dancers of Damelahamid
- Canadian Contemporary Dance Theatre
- Margie Gillis
- Mocean Dance
- COBA (Collective of Black Artists)
- RUBBERBANDance Group
- Les Ballets Jazz de Montreal
- Tentacle Tribe

### EXTENSION (Post Visit Ideas)

- 1) Have your students revisit their **KWL charts** and complete the **Learned** column. See if any pieces of information that they shared in the K or W columns proved to be inaccurate.
- 2) Ask students to complete a **reflection** based on their experience with the Contemporary Dance program. This could take any number of forms, and could provide cross-curricular connections to your literacy block.
- 3) Have students participate in a **choreography showcase**. In small groups, have students present choreography that they developed and refined from the Contemporary Dance workshop. After each group presents, ask the class to reflect on how the dancers used the elements of dance in their piece.

### ADDITIONAL LINKS TO LEARNING

*(Harbourfront Centre School Visits does not assume responsibility for content on the resources listed below. Please confirm the content is appropriate for your class and school community before using these suggested resources in your classroom)*

- 1) KWL Chart  
[http://eworkshop.on.ca/edu/pdf/Mod37\\_graph\\_KWL.pdf](http://eworkshop.on.ca/edu/pdf/Mod37_graph_KWL.pdf)
- 2) Council of Dance and Drama Educators (CODE)  
<https://www.code.on.ca/resource>
- 3) Dance Advantage – Choreography Games  
<http://www.danceadvantage.net/choreography-games/>

## PERFORMING ARTS ONSITE ASSESSMENT TOOL

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
Interaction in Group Discussion	<b>never</b> able to respond to direct questions; never volunteers point of view	<b>rarely</b> able to respond to direct questions; rarely volunteers point of view	responds <b>occasionally</b> to questions; occasionally volunteers point of view	responds <b>frequently</b> to questions; routinely volunteers point of view
Listening Skills	student <b>does not</b> listen when others talk, and <b>follows few</b> of the instructor's directions.	student <b>does not</b> listen when others talk, and <b>sometimes follows</b> the instructor's directions	student <b>listens</b> when others talk, and <b>often follows</b> the instructor's directions	student <b>listens</b> when others talk, and <b>always follows</b> instructor's directions
Use of Techniques	<b>applies few</b> of the skills, concepts and techniques taught.	<b>applies some</b> of the skills, concepts and techniques taught.	<b>applies most</b> of the skills, concepts and techniques taught.	<b>applies all (or almost all)</b> of the skills, concepts and techniques taught.
Participation	student <b>never participates</b> willingly and acts inappropriately	student <b>rarely participates</b> and occasionally acts inappropriately	student <b>willing participates</b> and acts appropriately	student <b>participates enthusiastically</b> and always acts appropriately

Comments

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