

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.

ACTIVATION (Pre Visit Ideas)

- 1) Have students complete a **mind map** on the topic of Latin dance. Introduce the topic by reminding students that they will be participating in a Latin Dance class at Harbourfront Centre on their upcoming field trip. You can complete this as a whole class activity, or have students complete their own mind maps.
- 2) Have students begin a **KWL chart** (see link in the additional links to learning section at the bottom of the page). In this chart, students can record what they **Know** about Latin dance, and what they **Want** to know about it. This can be revisited again at the end of your field trip.
- 3) Have students complete a **research assignment** on a different Latin dance style. Work with students to develop the format (fact sheet, oral presentation, collage, etc) and criteria for the research assignment. Select dance styles from the list below:
 - Argentinian Tango (Argentina)
 - Bachata (Dominican Republic)
 - Bolero (South America)
 - Bomba (Puerto Rico)
 - Capoeira (Brazil)
 - Cha Cha Cha (Cuban)
 - Cumbia (Columbia)
 - Danza (Cuba)
 - Guarana (Brazil)
 - Jive (USA)
 - Merengue (Dominican Republic)
 - Mombo (Cuba)
 - Paso Doble (France)
 - Plenia (Puerto Rico)
 - Raggaeton (Puerto Rico, Panama)
 - Rumba (Cuba)
 - Samba (Brazil)
 - Tumba (Cuba)
- 4) If you have access to a media lab and/or ability to project video, **show clips of various dances from the list above.**

PROGRAM DETAILS:

Grades: 4 to 12

Curriculum Links:

The Arts – Dance (Grades 4-8): *Creating and Presenting* – apply the creative process to composition of movement sequences and short dance pieces, using the elements of dance to communicate feelings and ideas

The Arts – Dance (Grades 9-12):

Creating, Presenting and Performing – combine the elements of dance in a variety of ways in composing individual and ensemble dance creations

Foundations – demonstrate an understanding of the social and cultural origins and development of dance forms, including their influence on each other and society

Social Studies, 2013 (1-6):

Heritage and Identity

Canadian and World Studies, 2015 (11-12):

Cultural Characteristics and Identity

Key Inquiry Question:

How can traditional Latin dances influence today's dance styles?

EXTENTION (Post Visit Ideas)

- 1) Have students **revisit the KWL charts**, by completing the **Learned** column. See if any pieces of information that they shared in the K or W columns proved to be inaccurate.
- 2) Have students continue **to work on their own pieces** and perform them in a small showcase. Consider performing these pieces for another class or even at an open house, parent night or talent show.
- 3) Have students complete a **reflective writing piece** on their experience onsite. This can take a number of forms, and could include:
 - Free writing activity
 - Prompted writing activity (Latin dance is...)
 - Poem
 - Acronym
- 4) Have **students research Canadian Dance Companies** who perform in any of the styles mentioned during your visit. Student can complete a fact sheet or artist card for each performer.

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
- 2) Dance Ontario (link to list of dance companies in Ontario to assist with Canadian Dance Companies assignment):
<http://www.danceontario.ca/artists/companycollective>

PERFORMING ARTS – DANCE ONSITE ASSESSMENT TOOL

Name: _____

Date: _____

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

Comments
