

TEACHER GUIDE

Thank you for choosing to visit Harbourfront Centre! Harbourfront Centre is Canada's community waterfront, home of arts, culture and education, and a registered, charitable not-for-profit cultural organization operating a 10-acre campus on Toronto's central waterfront. School Visits offers hands-on, inquiry-based programs that are designed to foster creativity and personal growth while connecting to the Ontario Curriculum.

WHAT TO EXPECT FROM YOUR DAY

When you arrive on site, you will be greeted by one of our staff. Payment will be taken care of by our Registrar during the morning of your visit. Your class will then receive a brief introduction to Harbourfront Centre and your program(s) will begin shortly thereafter.

Grade: 4 - 12

Key Inquiry Question: How can you apply the elements of dance to the process of creating contemporary choreography?

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

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, Cote Danse

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.

- KWL Chart <https://www.edutopia.org/blog/sparking-engagement-hip-hopjoquetta-johnson>
- Council of Dance and Drama Educators (CODE) <https://www.code.on.ca/resource>

PERFORMING ARTS 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 willing participates and acts appropriately	student participates enthusiastically and always acts appropriately

COMMENTS
