

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 the evolution of hip hop dance styles influence your personal expression?

CURRICULUM LINKS
The Arts – Dance (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
- ☐ Exploring Forms and Cultural Contexts – demonstrate an understanding of a variety of dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts

The Arts – Dance (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

ACTIVATION (PRE-VISIT IDEAS)

1. Have students complete a KWL chart (see Additional Links to Learning).
2. In this chart, students should complete what they Know about urban dance, and what they Want to know before attending Harbourfront Centre.
3. Have students develop an artist card for a Canadian hip hop dance crew or choreographer. As a class, generate a list of criteria for what information to include in the artist card (i.e. photo, names of artist(s) involved, past and current projects, styles of dance, etc.).
4. Have students work in small groups to research and present a hip hop dance style from the list below. Have each group present information about this dance style to the class (i.e. history, where it originated, where it's danced today, etc.) along with a demonstration of three basic moves that the class can try. Styles: **Breakdance, Waacking, Popping, Locking, Vogue, Tutting, Clowning/Krump, House**

EXTENSION (POST-VISIT IDEAS)

1. Have your students revisit their KWL charts and complete the Learned column. Ask students whether their initial impressions and predictions from the K or W columns were changed or enhanced after participating in the workshop.
2. Have your students perform in a 'dance battle' either individually or with a dance crew. Work with your students to consider where to host the battle, what resources would be required to run the battle and what (if any) additional rehearsal time they need. How will their dance battle be different than what they experienced at the Harbourfront?
3. Have students complete a reflection exercise based on their experience with the Hip-Hop and Street Styles program. This could take any number of forms (i.e. rap/poetry, class graffiti wall, free write exercise), and could provide cross curricular support for your literacy block.
4. Have students watch the short dance film *Colour of Reality* by Alexa Meade, Jon Boogz and Lil Buck (see Additional Links to Learning). Ask students to reflect on the following questions: What message are the dancers portraying? How do they use urban dance to express and evoke emotions? How did you feel watching this video? As a follow up, challenge students to create their own urban dance choreography that deals with a social issue and conveys a message through movement.

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.readwritethink.org/sites/default/files/resources/lesson_images/lesson924/kwl.pdf
- ☐ TED-Ed: The History of African-American Social Dance by Camille A. Brown <https://ed.ted.com/lessons/the-history-of-african-americansocial-dance-camille-a-brown>
- ☐ Color of Reality by Alexa Meade, Jon Boogz, Lil Buck https://www.youtube.com/watch?time_continue=257&v=Dq1tm5TqYsg&feature=emb_titl

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
