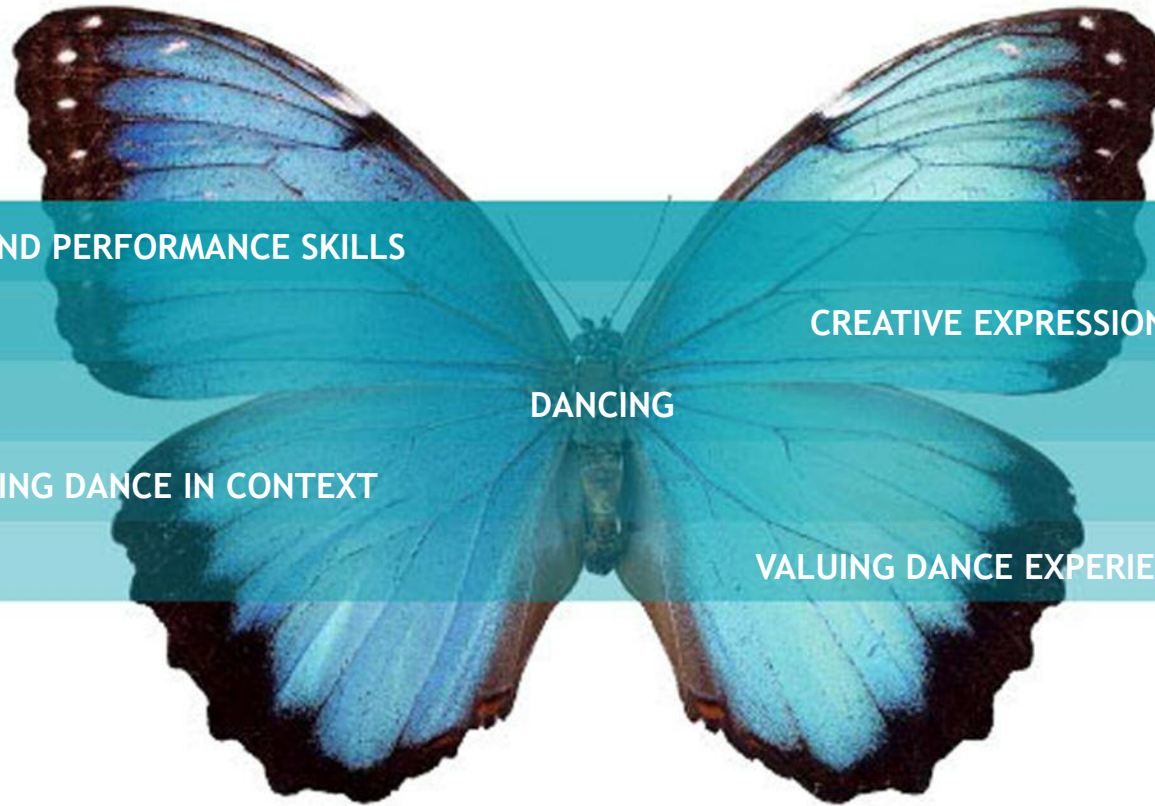


# *Kindergarten to Grade 8 Dance*

Manitoba Curriculum Framework of Outcomes



DANCE LANGUAGE AND PERFORMANCE SKILLS

CREATIVE EXPRESSION IN DANCE

DANCING

UNDERSTANDING DANCE IN CONTEXT

VALUING DANCE EXPERIENCE

# INTRODUCTION

## Purpose

*Kindergarten to Grade 8 Dance: Manitoba Curriculum Framework of Outcomes* (the Dance Framework) provides the basis for learning, teaching, and assessment of dance in Manitoba schools. The Dance Framework describes the learning outcomes for dance education and provides a basis for the development of curriculum implementation resources for Kindergarten to Grade 8 dance. It is intended to assist teachers, administrators, and partners in education with implementing the dance curriculum and with planning professional learning.

This document provides background information and implementation guidelines pertaining to dance education. It presents an overview of the Dance Framework, outlines the document components and organization, and identifies the four essential learning areas and the general and specific learning outcomes for Kindergarten to Grade 8 dance in Manitoba.

# OVERVIEW OF THE DANCE FRAMEWORK

## The Landscape of Dance

The Manitoba Dance Framework is conceived as a full landscape of knowledge where educators and students meet in the work of active, embodied dance learning. Educators and students are invited into the living field of dance education through a curriculum designed to place students in the dynamic, complex, working culture of dance. The Dance Framework is built using four interrelated essential learning areas, connected to the student dancer at the core. Way-finding through the dance environment is provided by connected sets of general and specific learning outcomes for the essential learning areas.

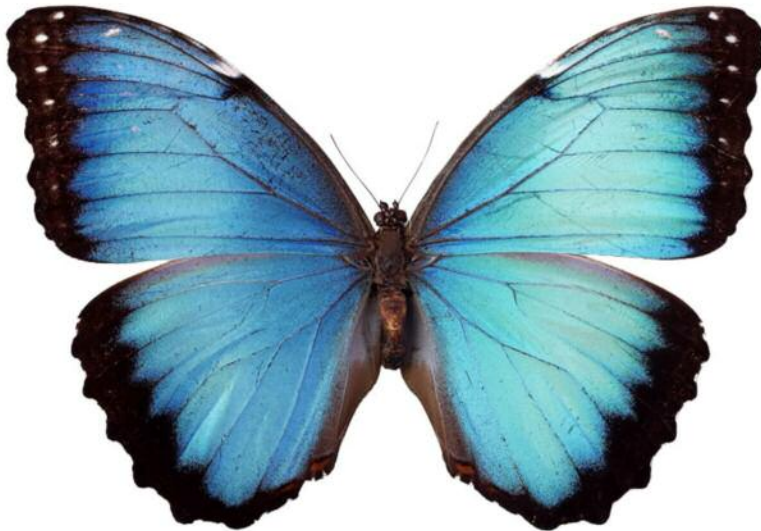
“Curricula for today’s world use ecological metaphors” (WNCP 6) to convey the notion that knowledge is dynamic and always in the process of being constructed. Curriculum frameworks are conceived as complex, organic networks organized into living fields or landscapes, rather than as fragmented pieces of knowledge pieced together in a linear fashion. Learning in the landscape of dance means learning the complexities and ways of the discipline while learning how to do in the discipline. Learning the landscape of dance, or coming to know and do in the discipline, means the ability to enter into, learn the way around, participate fully in, and make a contribution to the culture of dance (WNCP).

Dance learning is understood to be a journey into the landscape of dance education. The Dance Framework provides multiple locations for students to enter and continue lifelong transformative travels in the dance landscape. Students may have various trajectories through a dance landscape that creates “a unique point of view, a location with specific possibilities for enhancing the learning capability of [their] sphere of participation” (Wenger 197). Each student’s unique identity, and the individual perspective it offers, is a gift to the world (Wenger 197).

## DANCE FRAMEWORK COMPONENTS AND ORGANIZATION

### The Dance Framework Butterfly

The Manitoba Dance Framework philosophy, essential learning areas, and learning outcomes are represented graphically and metaphorically by the image of a butterfly.



As a graphic organizer, the butterfly image forms a diagram comprising five distinct and interconnected parts: the four wings that each connect to the fifth part, the main body in the centre. Each of the wings represents one of four essential learning areas into which the learning outcomes of the Dance Framework have been classified. The central area or “body” of the butterfly, the part to which all the wings connect, represents the student as a developing dancer.

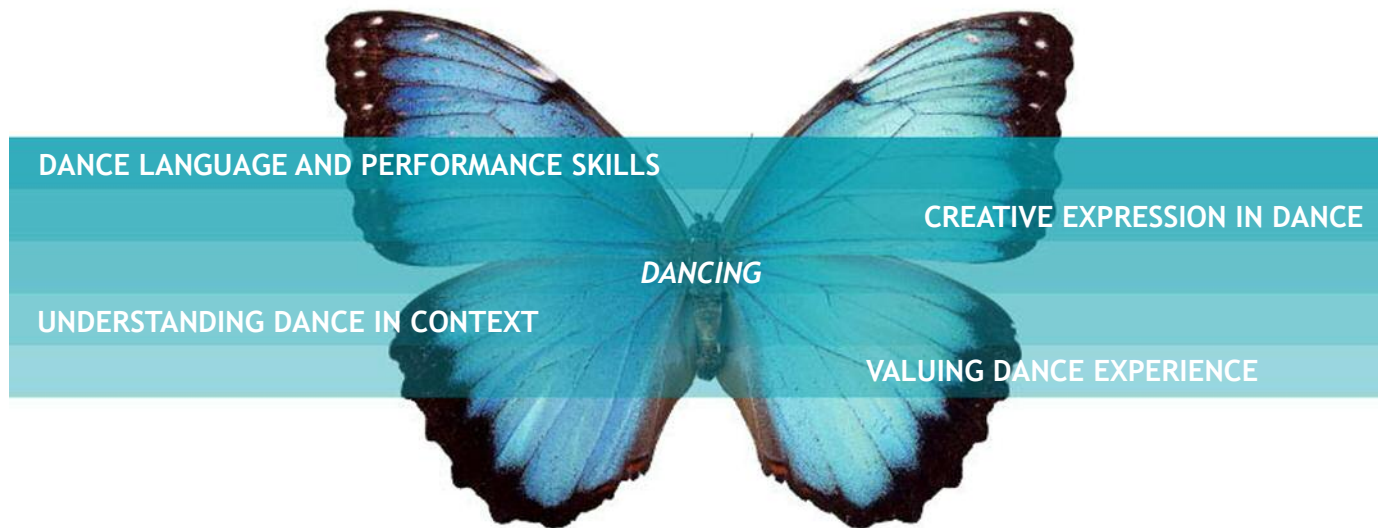
The butterfly image promotes the belief, integral to the Dance Framework, that every student’s growth as a dancer and a dance-literate person can be realized through ongoing learning experiences that connect creative dance activities, technical knowledge and skill development, the building and broadening of cultural and historical understandings related to art and life, and ongoing reflective and critical thinking opportunities that focus on dance and personalized learning.

The butterfly also functions as a metaphor for dance and dance education, alluding to transformation, self-actualization, visual beauty, and resilience. The butterfly image may stimulate many other associations by those who encounter this Dance Framework; such generative thinking is fitting for a framework intended as an impetus to creative and personalized learning.

# DANCE FRAMEWORK COMPONENTS AND ORGANIZATION

## Essential Learning Areas and General Learning Outcomes

The Dance Framework identifies the following four essential learning areas, along with a statement summarizing the overall learning intent of each area. The general learning outcomes that relate to the four essential learning areas (L, C, U, and V) in the Dance (DA) Framework, are identified within each essential learning area below.



# DANCE FRAMEWORK COMPONENTS AND ORGANIZATION

## A Guide to Reading the Dance Framework



### **Dance Language and Performance Skills**

DEVELOP YOUR DANCE “TOOLBOX” . . .

*Students develop understanding of and facility with dance elements, concepts, and techniques.*

#### GENERAL LEARNING OUTCOMES

DA–L1

Students demonstrate understanding of and facility with the elements of dance in a variety of contexts.

DA–L2

Students develop facility with dance techniques.

DA–L3

Students demonstrate musicality through dance.

### **Dance Language and Performance Skills (DA–L1)**

*Students demonstrate understanding of and facility with the elements of dance\* in a variety of contexts.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
use movement to demonstrate understanding of <b>the body</b> in dance: body parts, body shapes, and body actions				
K–4 DA–L1.1				
Appendix A: The Body				
use movement to demonstrate understanding of <b>space</b> in dance: personal and general space, dimensions, directions, levels, and pathways				
K–4 DA–L1.2				
Appendix B: Space				
use movement to demonstrate understanding of <b>relationships</b> in dance: relationships among dancers and between dancers and objects				
K–4 DA–L1.3				
Appendix C: Relationships				
demonstrate understanding that <b>motion factors</b> (time, weight, and flow) and <b>gestures</b> in dance can be used to create an endless range of movement qualities				
1–4 DA–L1.4				
Appendix D: Motion Factors and Gestures				
use appropriate dance vocabulary to label and describe elements of dance				
K–4 DA–L1.6				

\* Elements of dance: the body, space, relationships, and motion factors and gestures  
See Appendices A to D.



## *Dance Language and Performance Skills*

### *DEVELOP YOUR DANCE “TOOLBOX”*

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*Students develop understanding of and facility with dance elements, concepts, and techniques.*

#### *GENERAL LEARNING OUTCOMES*

##### **DA-L1**

Students demonstrate understanding of and facility with the elements of dance in a variety of contexts.

##### **DA-L2**

Students develop facility with dance techniques.

##### **DA-L3**

Students demonstrate musicality through dance.

#### *SPECIFIC LEARNING OUTCOMES*

##### **DA-L1**

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

##### **DA-L2**

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

##### **DA-L3**

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)



**SPECIFIC LEARNING OUTCOMES**

DA-L1	DA-L2	DA-L3
<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>	<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>	<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>

## Dance Language and Performance Skills (DA–L1)

*Students demonstrate understanding of and facility with the elements of dance\* in a variety of contexts.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
use movement to demonstrate understanding of <b>the body</b> in dance: body parts, body shapes, and body actions				
K-4 DA-L1.1				
Appendix A: The Body				
use movement to demonstrate understanding of <b>space</b> in dance: personal and general space, dimensions, directions, levels, and pathways				
K-4 DA-L1.2				
Appendix B: Space				
use movement to demonstrate understanding of <b>relationships</b> in dance: relationships among dancers and between dancers and objects				
K-4 DA-L1.3				
Appendix C: Relationships				
	demonstrate understanding that <b>motion factors</b> (time, weight, and flow) and <b>gestures</b> in dance can be used to create an endless range of movement qualities			
	1-4 DA-L1.4			
Appendix D: Motion Factors and Gestures				
use appropriate dance vocabulary to label and describe elements of dance				
K-4 DA-L1.6				

\* Elements of dance: the body, space, relationships, and motion factors and gestures  
See Appendices A to D.





## *Creative Expression in Dance*

*IMAGINE, CREATE, SHARE*

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*Students collaboratively and individually generate, develop, and communicate ideas in creating and performing dance for a variety of purposes and audiences.*

### *GENERAL LEARNING OUTCOMES*

DA–C1

Students generate and use ideas from a variety of sources for creating and performing dance.

DA–C2

Students develop ideas in dance, creatively integrating dance elements, techniques, and other choreographic considerations.

DA–C3

Students perform and share their own and others' dance.

### *SPECIFIC LEARNING OUTCOMES*

DA–C1

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

DA–C2

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

DA–C3

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

**SPECIFIC LEARNING OUTCOMES**

DA-C1	DA-C2	DA-C3
<a href="#">Kindergarten to Grade 4</a>	<a href="#">Kindergarten to Grade 4</a>	<a href="#">Kindergarten to Grade 4</a>
<a href="#">Grades 5 to 8</a>	<a href="#">Grades 5 to 8</a>	<a href="#">Grades 5 to 8</a>

## **Creative Expression in Dance (DA–C1)**

*Students generate and use ideas from a variety of sources for creating and performing dance.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
experiment constructively with grade-appropriate dance elements, techniques, and forms to create dance ideas, patterns, and/or themes	K-1 DA-C1.1	search for and discover ideas, themes, and/or motifs for choreography through experimentation, improvisation, and/or play with grade-appropriate dance elements, techniques, and forms		2-4 DA-C1.1
experiment with dance to communicate ideas derived from a variety of stimuli (e.g., a photograph, poem, story; a remembered or imaginary experience; ideas from other subject areas)	K-1 DA-C1.3	generate multiple ideas for dance in response to a given stimulus (e.g., as expressed within divergent brainstorming and recorded using concept maps, movement webs)		2-4 DA-C1.3
		identify, explore, and select ideas from a variety of sources as a starting point for choreography		2-4 DA-C1.5



## *Understanding Dance in Context*

### *WHO, WHERE, WHEN, AND WHY DANCE?*

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*Students connect dance to contexts of time, place, and community, and develop understanding of how dance reflects and influences culture and identity.*

#### *GENERAL LEARNING OUTCOMES*

##### *DA-U1*

Students experience and develop awareness of dance from various times, places, social groups, and cultures.

##### *DA-U2*

Students experience and develop awareness of a variety of dance genres, styles, and traditions.

##### *DA-U3*

Students demonstrate understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities.

#### *SPECIFIC LEARNING OUTCOMES*

##### *DA-U1*

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

##### *DA-U2*

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

##### *DA-U3*

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

**SPECIFIC LEARNING OUTCOMES**

DA-U1	DA-U2	DA-U3
<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>	<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>	<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>

## Understanding Dance in Context (DA-U1)

*Students experience and develop awareness of dance from various times, places, social groups, and cultures.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		perform, observe, and demonstrate awareness of dance from various times, places, and peoples (ideally, include: dance from cultures represented within the school community) K-2 DA-U1.1	perform, observe, describe, and compare dance from various times, places, social groups, and cultures (include: dance from past and present and from global, Canadian, and Manitoban cultures, including First Nations, Inuit, and Métis)	3-4 DA-U1.1
			identify, share, and talk about examples of dance experienced at home, at school, and in the community	K-4 DA-U1.2
		demonstrate awareness of dancers in and from own community K-2 DA-U1.3	demonstrate awareness of dance artists, venues, and/or companies in own community, in Manitoba, in Canada, and in various global contexts	3-4 DA-U1.3



## Valuing Dance Experience

VIEW, REFLECT, RESPOND

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*Students analyze, reflect on, and construct meaning in response to their own and others' dance.*

### GENERAL LEARNING OUTCOMES

DA-V1

Students demonstrate interest, curiosity, and engagement while experiencing dance in a variety of contexts.

DA-V2

Students analyze their own and others' dance excerpts, works, and performances.

DA-V3

Students construct personal interpretations of their own and others' dance.

DA-V4

Students assess their learning in performing, creating, and experiencing dance.

### SPECIFIC LEARNING OUTCOMES

DA-V1

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

DA-V2

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

DA-V3

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

DA-V4

[Kindergarten to Grade 4](#)  
[Grades 5 to 8](#)

*SPECIFIC LEARNING OUTCOMES*

DA-V1	DA-V2	DA-V3	DA-V4
<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>	<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>	<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>	<a href="#">Kindergarten to Grade 4</a> <a href="#">Grades 5 to 8</a>

## **Valuing Dance Experience (DA-V1)**

*Students demonstrate interest, curiosity, and engagement while experiencing dance in a variety of contexts.*

Students who have achieved expectations for this grade are able to

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
participate actively in dance learning experiences				K-4 DA-V1.1
ask relevant questions and contribute to discussions in dance learning experiences				K-4 DA-V1.2



## Appendices

### INTRODUCTION

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The appendices in the Dance Framework provide developmentally appropriate supports related to key concepts identified in selected specific learning outcomes. The following appendices provide support for developing skills and understandings related to the body, space, relationships, motion factors and gestures, movement qualities, dance characteristics, dance forms, and choreography:

- Appendix A: The Body
- Appendix B: Space
- Appendix C: Relationships
- Appendix D: Motion Factors and Gestures
- Appendix E: Movement Qualities
- Appendix F: Characteristics of Grade-Appropriate Dances
- Appendix G: Dance Forms
- Appendix H: Choreographic Considerations

Although a grade-appropriate sequence of knowledge and skill development is suggested, these concepts and skills are understood to be part of a continuum of dance learning, with entry points that will depend on the backgrounds and previous experiences of individual learners and on the meaningful context of the learning. Skills, knowledge, and conceptual understandings suggested for one grade are also important for subsequent grades. Learning in dance is understood to be recursive; dance language, tools, skills, and conceptual understandings grow deeper, richer, more sophisticated, and more complex over time and through experience.





## GLOSSARY

The following terms are provided for clarification and understanding of selected terminology used in Manitoba's Kindergarten to Grade 8 dance curriculum and resources. These terms are not intended to be exhaustive. Educators are encouraged to consult the recommended dance resources for additional and alternative terminology.

**abduction**

Movement of a body part away from the centre of the body.

**abstraction**

Non-representational movements or gestures that retain the essence of actual images.

**accented beats**

Pulses (beats) that feel and sound stronger than others.

**adduction**

Movement of a body part toward the centre of the body.

**alignment**

Proper positioning of the lower body, torso, shoulder girdle, arms, neck, and head in a straight line.

**apron stage**

A stage that extends into the audience's sitting area.

**balance**

An aesthetic principle applied to choreography that focuses on maintaining proper emphasis between parts of a dance.

**basic axial skills**

Non-travelling movements performed in place around the axis of the body. The four basic axial skills are bend/flex, stretch/extend, swing, and twist/rotate.

**basic locomotor skills**

Travelling movements through space from a standing base naturally performed to an even rhythm. The five basic locomotor skills are walk, run, leap, jump, and hop.

**binary form (AB)**

A sequential choreographic form with two distinct parts in which a dance theme (A) is followed by a contrasting but related dance theme (B).

**body actions**

Ways in which the whole body can move and what the body can do by travelling or staying in place.

**body shapes**

Visual forms created by the body in space while still or moving. Body shapes are typically categorized as straight, curved, or twisted.

## BIBLIOGRAPHY

The bibliography can be found in the print version of this PDF file.