

Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades

2

3

4

5

6



**The
Ancient
Egyptians:**

**Who were
they?**



This exemplar focuses on student experiences in



Drama Music Dance Visual Art

*Language,
Tools and
Performance
Skills*



Students develop facility with a variety of techniques in dance and in art.



*Creative
Expression*

Students search for and discover ideas for creative expression through experimentation with ideas and materials.

*Understanding
in
Context*



Students recognize that art, dance, drama, literary arts, and music are all art forms and are all connected.



*Valuing
Experience*

Students participate actively in all arts learning experiences.



Every student is an artist, one whose growth and learning are best facilitated within rich, open-ended, hands-on artmaking experiences.

Every student deserves to know the joy of dance and to learn in and through active, developmentally appropriate dance experiences.

Dancing students learn to use and to respect their bodies as instruments for creative expression, working through space, movement, and energy as avenues for expression.



The Learning Context

The Big Idea: Who were the Ancient Egyptians?

The students were in a grade 3 & 4 class containing a variety of students of different ages, abilities and cultural backgrounds.

Prior learning

- The students had many previous learning experiences in drawing and in various visual art activities.
- They did not have any prior experience or skills in movement and dance.

The classroom setting and resources

- The students carried out all of their research and planning activities in their regular classroom, library and computer lab. The class also used various spaces around the school when they were available: the music room, the lunch room and a small art room. Visiting dance and visual art support teachers collaborated with the classroom teacher with planning and initial instruction, and an adult volunteer helped the children cut out their life sized body paintings.



Overview

of teaching and learning experiences

First the students

- examined Ancient Egyptian art and posed questions about the people and characters
- made large body tracings of themselves in an Egyptian pose
- experimented with Egyptian style body movements
- were introduced to the elements of dance: the body, space, relationships, motion factors & gestures

Next they

- conducted research into specific Gods, Goddesses or characters
- expressed their understanding through drawing and painting their character onto their body tracings and by creating dance moves for their character

Then they

- helped choreograph their dance to contemporary Egyptian music
- used their finished characters as props in the dance

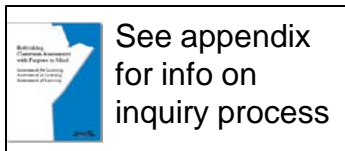
Finally the students

- performed their dance at a school assembly



First the students

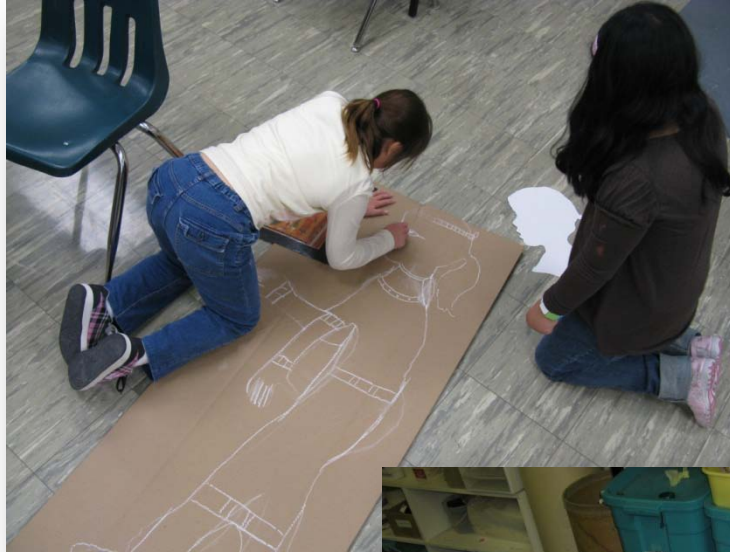
- viewed & discussed pictures of people, Gods & Goddesses. Visual research materials included images found in a variety of books and the Internet.
- posed questions about Ancient Egyptian characters.
- developed awareness of how the Ancient Egyptians depicted the human form
- used their own body size & shape to create a life-size body tracing posed “in the style of” an Ancient Egyptian





The students

- used chalk to refine their body tracings & to add details to their characters
- outlined their ideas with black ink or paint



Art Toolbox tip:

Large drawings on cardboard are easy to do with school chalk (blackboard chalk). To change or “erase” ideas, simply smudge the chalk lines and redraw.

In Art Language & Tools, students use contour lines to depict the edges of observed, recalled or imagined shapes and forms (SLO 2-3A-L3.2)



The students

- referred to their research about their character
- added appropriate colour with tempera paint and oil pastels
- added clothing and jewelry with cloth and craft materials



In Understanding Art in Context, students demonstrate awareness of specific works of art and design from various times, places, social groups and cultures. (SLO 3-4 A-U1.2)

Student Comments:

"I learned information about my person & what they looked like."

"Doing art and research helped me learn about my person. It was easier to get the knowledge in my head, and once it got in my head it stayed there."

"Tracing bodies made my person look real ."

"Making the person was fun. It was a whole new step."

"It was fun researching. I didn't know Gods & Goddesses existed."

In Understanding Art in Context, students demonstrate appreciation of art as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events, cultures) K-4 A-U 3.4:



Next the students

- experimented with moving their own bodies into the specific body shapes of the characters they depicted on cardboard
- practiced guided dance sequences combining expressive gestures observed in Ancient Egyptian art



*In Dance Language & Performance Skills, students use movement to demonstrate understanding of the **body** in dance: body parts, body shapes, and body actions K–4 DA–L1.1*



The students listened and responded to contemporary Egyptian music.



Select photo



to view video

In Dance Language & Performance Skills, students respond kinesthetically to the flow of a wide variety of music :DA-L3.1

In Understanding Music in Context, students listen to, and demonstrate awareness of music representative of different times and places K-2 M-U1.1



They experimented with their own ideas for dance.



Select photo



to view video

In Creative Expression in Dance, students 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 DA-C1.1



Then the students,
with their teachers help, created, rehearsed and refined a dance.



In Dance Language & Performance Skills, students perform dance sequences combining variations of locomotor skills 3–4 DA–L2.2_ and they dance in a variety of formations (e.g., trios, small groups, circles, squares, parallel lines) 3–4 DA–L2.3 :



The students made costumes and headgear to wear for their final performance.

Student Comment:

"I'm doing a project on the Goddess Hathor. I haven't really fixed it (my headdress) yet, but I'm still thinking on it. This art is different than other art cause it's getting higher and higher and higher and it's also so hard cause we have to cut it and dress up and stuff, but it's actually a little fun cause we're actually learning some Egypt stuff"



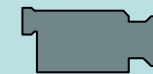
In Drama Language & Performance Skills, students make, select, and use costumes, props, and sets for specific play experiences 3–6 DR–L3.5

Finally the students

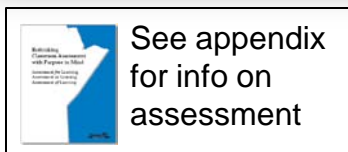
shared their dance and artworks with other children, teachers and parents.



Select photo



to view video



In Creative Expression in Dance, students rehearse, revise, and refine dance to perform for others, with increasing independence, keeping in mind the choreographer's intent and the audience 3–4 DA–C3.1



In Understanding Dance in Context, students recognize that dance is an art form, along with drama, literary arts, music, and visual arts K-4 DA-U2.3

In Understanding Art in Context, students recognize that visual art is an art form, along with dance, drama, literary arts and music K-4 A-U2.3

Commentary: Student Comments

“I was nervous at the beginning of the school performance but once we started dancing I had fun doing the dance and I wasn’t nervous any more.”

“I was nervous when I had to speak about my person because I wasn’t used to speaking in front of so many people (the whole school). Once I started speaking I was OK because I had practiced it a lot.”

“It was exciting dancing with a lot of movements. We kept adding more & more movements. It was nice that we were all doing it together.”

“It was exciting when we were hiding behind our person and then popped out to describe and tell about our person.”

Commentary: Teacher observations

“ The arts made our study of Egypt come alive.

The students became the Ancient Egyptian person they studied – they presented themselves in the performance as such.

The research component and the arts component had a collaborative effect on each other – ideas flowed and grew as the project developed.

The teachers and students were 100% committed to the project – that is what made the entire project so successful. The amount of strategies we all learned was incredible.

The project definitely enhanced the children’s learning.

The students definitely enjoyed being a part of the project . They were totally engrossed in their learning and engaged and focused in their learning.

It was a very interactive experience for us all. Student enthusiasm and involvement was 100%.”

Appendix: Resources

Art tools and materials

Pencils or school chalk

Sheets of corrugated cardboard (recycle packing boxes, or visit a local manufacturer for offcuts)

Black paint or ink

Brushes

Oil pastels, tempera paint

Cutting knives (adult use) or drywall saws

Recycled fabric, fun foam & craft items for costumes

Glue, glue gun & staplers to attach fabric & fun foam

Social Studies research materials

Library books, for example

Hieroglyphs for A to Z: Rhyming Book With Ancient Egypt by Peter Der Manuelian

Internet research sites

Reproductions of Egyptian Art depicting people, Gods & Goddesses.

Suggested music

Hisham Abbas, “Intil Waheeda”.

CD: “Arabic Groove”, Putumayo World Music, www.putumayo.com

Appendix: Learning Across the Curriculum

This unit was designed to introduce and support ongoing learning for:

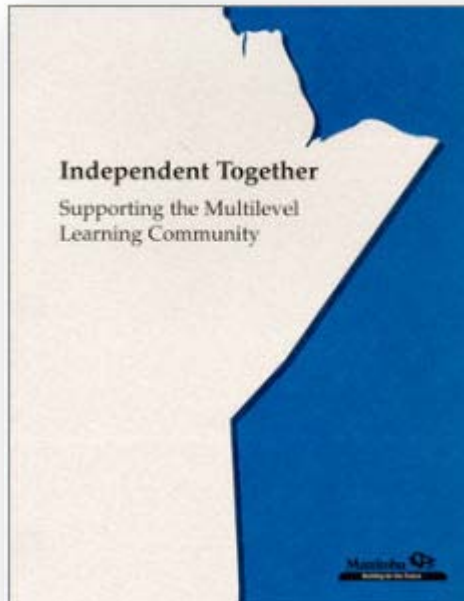
Grade 3 Social Studies Cluster 4- Exploring an Ancient Society.

Learning through the arts and integrating the arts across the curriculum gives all students the opportunity to acquire knowledge and understanding in one area, and consolidate it in another.

The arts are fundamental components of all cultures and time periods. The process used in this unit can be adapted to the study of many other cultures across time and place.

Appendix: Manitoba Education Resources

Independent Together: Supporting the Multilevel Learning Community



For more information, see:

[Independent Together:
Supporting the Multilevel
Learning Community](#)

“The basic inquiry process is similar for students of all ages.

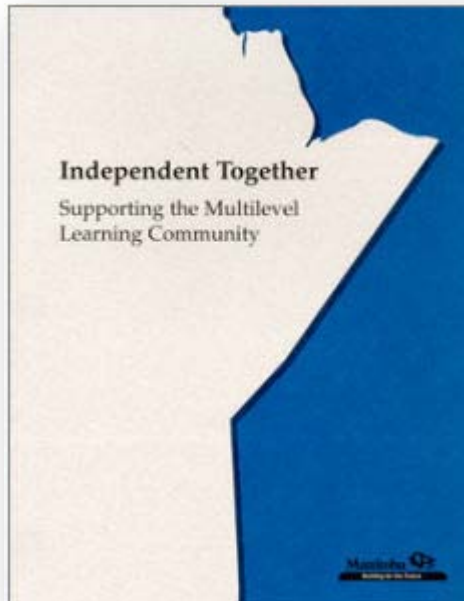
Students

- pose questions and explore ways to answer them
- locate and manage information from various sources
- process and synthesize their findings
- share their findings on an ongoing basis, supporting each other in their research
- reflect on and celebrate their inquiry findings with a community audience .”

Independent Together 6.3

Appendix: Manitoba Education Resources

Independent Together: Supporting the Multilevel Learning Community



For more information, see:

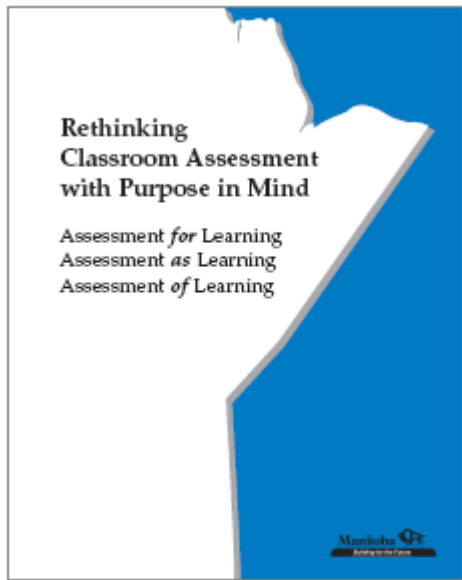
[*Independent Together:
Supporting the Multilevel
Learning Community*](#)

“Students exploring the world in authentic ways will naturally call on learning associated with different subject areas. Curriculum integration allows students to develop a whole picture of the topics they explore, without artificial divisions into subject areas. Integrated themes, units, or projects based on topics in social studies, science, and health education, for example, provide purposeful contexts for learning and practising language arts and mathematics skills. They allow teachers to use time more efficiently, taking advantage of overlaps between subject areas and avoiding fragmenting the day into separate periods. To attempt to deliver distinct and separate curricula based on subject areas and grades would be a daunting task for any teacher, and would overlook the benefits multilevel learning offers. “

Independent Together 5.3

Appendix: Manitoba Education Resources

Rethinking Classroom Assessment with Purpose in Mind



For more information, see:
[Rethinking Classroom Assessment with Purpose in Mind](#)

“In assessment of learning, the methods chosen need to address the intended curriculum outcomes and the continuum of learning that is required to reach the outcomes. The methods must allow all students to show their understanding and produce sufficient information to support credible and defensible statements about the nature and quality of their learning, so that others can use the results in appropriate ways.

Assessment of learning methods include not only tests and examinations, but ***also a rich variety of products and demonstrations of learning—portfolios, exhibitions, performances, presentations, simulations, multimedia projects, and a variety of other written, oral, and visual methods***

(see Fig. 2.2, Assessment Tool Kit, page 17).”

Rethinking Classroom Assessment with Purpose in Mind, page 57

Why was this exemplar a valuable learning experience?

Language, Tools and Performance Skills

Students developed skills in **art** media use and in observation and depiction.

In **dance**, students learned and practiced a large variety of basic dance movements.

Creative Expression

Students generated ideas for **artmaking** in response to their observation of Ancient Egyptian art. In **dance** they selected ideas from their research into Ancient Egyptian characters as a starting point for choreography and **drama**.



Understanding in Context

Students demonstrated awareness of specific works of **art** and design and **music** from Ancient and Modern

Egypt, thereby developing an understanding of art forms from various times, places, social groups, and cultures.

Valuing Experience

Students reflected on and described their own processes in creating **art** and **dance** and used appropriate vocabulary to explain what worked well, problems encountered, and solutions found.