

Arts Education Learning Resource Review Dance Kindergarten to Grade 4

Curriculum Fit Form (Part A)

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| Resource ID #(s) |
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Overall Resource Title: _____

A.) Curriculum Framework Fit/Content/Philosophy

| Does the resource: | Yes | No | N/A | Comments |
|---|-----|----|-----|----------|
| reflect recent developments/research in Arts Education | | | | |
| contain content that is current and accurate | | | | |
| contain content that is of high artistic quality | | | | |
| contain content that is engaging and relevant for intended audience. | | | | |
| have a scope and depth of topics in the resource that are appropriate to learners' needs | | | | |
| enable students to develop skills and strategies they need to complete Arts Education learning tasks successfully | | | | |
| reflect the integrated nature of Arts Education with other subjects such as Social Studies, ELA, Science, Math | | | | |
| consistently reflects Manitoba's Arts Education philosophy | | | | |

General Learning Outcomes

| | Yes | No | N/A | Comments |
|--|-----|----|-----|----------|
| Dance Language and Performance Skills | | | | |
| Students develop understanding of and facility with dance elements, concepts, techniques and processes | | | | |
| I. Students demonstrate understanding and facility with the elements of dance in a variety of contexts | | | | |

General Learning Outcomes (continued)

Yes No N/A Comments

| Dance Language and Performance Skills (continued) | | | | |
|--|--|--|--|--|
| Students develop understanding of and facility with dance elements, concepts, techniques and processes | | | | |
| II. Students develop facility with dance techniques | | | | |
| III. Students demonstrate musicality through dance | | | | |
| Creative Expression | | | | |
| Students collaboratively and individually generate, develop and communicate ideas in the processes of creating and performing dance for diverse purposes and audiences | | | | |
| I. Students generate and use ideas from a variety of sources in the processes of creating and performing dance | | | | |
| II. Students develop ideas into dance, creatively applying choreographic processes and principles | | | | |
| III. Students interpret, perform and share own and others' dance in a variety of contexts | | | | |
| Dance in Context | | | | |
| Students connect dance to contexts of time, place, and community, and understand how dance reflects and influences culture and identity | | | | |
| I. Students experience and develop awareness of dance from many times, places, social groups and cultures | | | | |
| II. Students experience and develop awareness of a variety of dance genres, styles and traditions | | | | |
| III. Students demonstrate understanding of the roles, purposes, and meanings that dance has in the lives of individuals and communities | | | | |
| Valuing Dance Experience | | | | |
| Students analyze, reflect, and construct meaning in response to dance created by themselves and others | | | | |
| I. Students demonstrate interest, curiosity and engagement while experiencing dance in a variety of contexts | | | | |
| II. Students analyze their own and others' dance excerpts/works and performances | | | | |
| III. Students reflect on and share their thoughts and emotions evoked by dance experiences | | | | |

General Learning Outcomes (continued)

Yes No N/A Comments

Valuing Dance Experience

Students analyze, reflect, and construct meaning in response to dance created by themselves and others

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

Key Questions:

1. What is the most outstanding strategy/use/purpose of this resource?

2. Why would you use this resource in your classroom?

3. Is there integration of other subjects evident in the resource?

Yes No

If Yes, which subject(s)?

Drama Music Visual Arts

English Language Arts Health Education Mathematics Physical Education Science Social Studies Other _____