Designing with the Grades 9 to 12 Dance Curriculum Framework

Grades 9 to 12 Dance: Manitoba Curriculum Framework is organized around four interconnected essential learning areas represented as wings in the dance butterfly graphic organizer: Making, Creating, Connecting, and Responding. Each essential learning area is elaborated by a set of 13 recursive learnings. The essential learning areas (wings) and their recursive learnings are not intended to be addressed in order of presentation; instead, they provide flexible entry points and different "windows" into the Dance Curriculum Framework.

3C Model (Community of Learners, Contexts, and Curriculum)

Dance learning design in Manitoba is flexible in response to varying approaches to curriculum implementation and to diverse communities of learners and contexts. The components of the 3C Model—Community of Learners, Contexts, and Curriculum—are essential for course design.
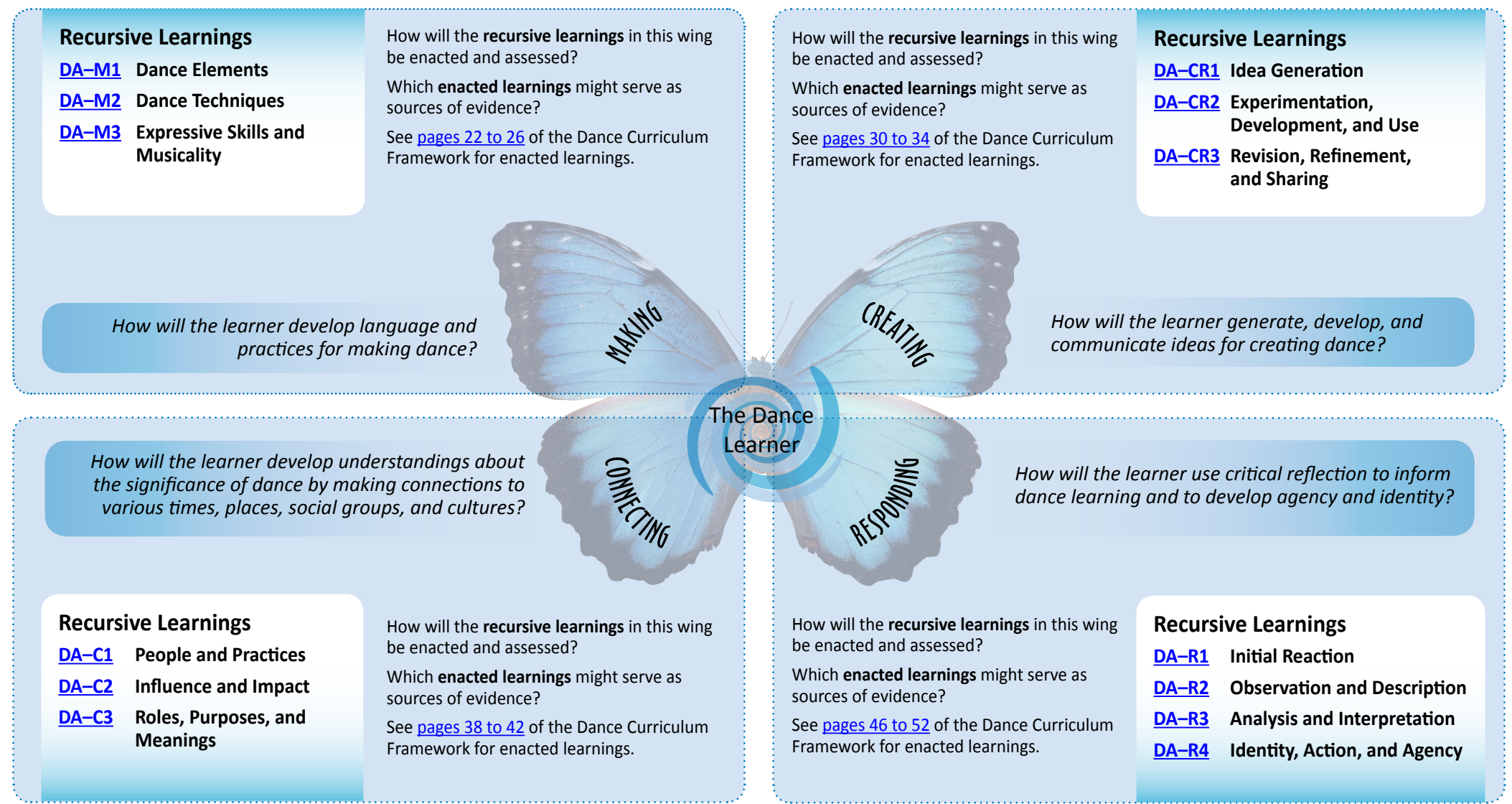
See 3C Model for Arts Education in *Administration and Implementation Guide for Grades 9 to 12 Arts Education*.

Designing with the Four Essential Learning Areas

The following learning and assessment design cycle is intended to support both novice and experienced educators in designing dance learning based on the four essential learning areas and the accompanying 13 recursive learnings of the Dance Curriculum Framework.

Learning and Assessment Design Cycle

1. **Determine the individual and/or group learner profile** for the community of learners (e.g., considering student identity, interests, strengths, prior knowledge, prior experience, needs, challenges).
2. **Consider authentic, meaningful contexts** (e.g., learning contexts and connections, school, divisional, and community contexts) to anchor learning.
3. **Determine the dance curriculum essential learning area(s)** that will serve as the entry point(s) into the recursive learnings.
4. **Select and target recursive learnings** that will guide teaching and assessment. Cluster recursive learnings as appropriate. Meaningful and effective arts learning experiences typically integrate learnings simultaneously from all four essential learning areas.
5. **Determine and design learning pathways**, allowing for flexibility and emergence of new learning trajectories.
6. **Identify evidence and tools for formative assessment** to inform next steps for learners and teachers. Use established and co-constructed criteria for successful learning.
7. **Identify evidence and tools for summative assessment**, ensuring that evidence aligns with teaching and learning related to the recursive learnings. Use established and co-constructed criteria for successful learning.
8. **Revisit the recursive learnings** in different contexts and in new ways so that learning becomes more sophisticated, more complex, deeper, and broader with time and new experiences.
9. **Evaluate dance learning growth.** Three learning dimensions and the accompanying signposts can be used to describe dance learning growth: breadth, depth, and transformation. (See Appendix A of the Dance Curriculum Framework.)
10. **Plan subsequent learning** to connect to and build on dance learning.

Recursive Learnings

DA–M1 **Dance Elements**

DA–M2 **Dance Techniques**

DA–M3 **Expressive Skills and Musicality**

How will the **recursive learnings** in this wing be enacted and assessed?

Which **enacted learnings** might serve as sources of evidence?

See pages 22 to 26 of the Dance Curriculum Framework for enacted learnings.

How will the **recursive learnings** in this wing be enacted and assessed?

Which **enacted learnings** might serve as sources of evidence?

See pages 30 to 34 of the Dance Curriculum Framework for enacted learnings.

Recursive Learnings

DA–CR1 **Idea Generation**

DA–CR2 **Experimentation, Development, and Use**

DA–CR3 **Revision, Refinement, and Sharing**

How will the learner develop language and practices for making dance?

MAKING

CREATING

How will the learner generate, develop, and communicate ideas for creating dance?

The Dance Learner

How will the learner develop understandings about the significance of dance by making connections to various times, places, social groups, and cultures?

CONNECTING

RESPONDING

How will the learner use critical reflection to inform dance learning and to develop agency and identity?

Recursive Learnings

DA–C1 **People and Practices**

DA–C2 **Influence and Impact**

DA–C3 **Roles, Purposes, and Meanings**

How will the **recursive learnings** in this wing be enacted and assessed?

Which **enacted learnings** might serve as sources of evidence?

See pages 38 to 42 of the Dance Curriculum Framework for enacted learnings.

How will the **recursive learnings** in this wing be enacted and assessed?

Which **enacted learnings** might serve as sources of evidence?

See pages 46 to 52 of the Dance Curriculum Framework for enacted learnings.

Recursive Learnings

DA–R1 **Initial Reaction**

DA–R2 **Observation and Description**

DA–R3 **Analysis and Interpretation**

DA–R4 **Identity, Action, and Agency**

Assessment

Quality assessment involves targeting recursive learnings and using a range of established and co-constructed criteria to indicate successful achievement of the targeted recursive learnings.

Purposes

Classroom assessment is used for various purposes:

• assessment *for* learning (enables teachers to determine next steps to support learning growth)	Formative
• assessment *as* learning (students critically reflect on their own learning for learning growth)	
• assessment *of* learning (achievement of targeted dance learnings evidenced by students' best, most recent efforts and consistent patterns of learning over time and in a variety of authentic contexts)	Summative

Tools

A range of assessment tools are used for both formative (*for* and *as* learning) and summative (*of* learning) assessment. These tools include observations, conversations, and products.

Examples:

- Focused questions
- Observations
- Learning conversations or interviews
- Demonstrations, presentations, performances (written, visual, or oral)
- Student work/products/compositions
- Learning logs (listening, observation, exploration, reflection)
- Projects
- Rubrics
- Reflective journals
- Self-assessment
- Peer assessment
- Multimedia (applications, software, videos, audio, pictures)
- Portfolios
- Anecdotal records
- Surveys
- Entry and exit slips
- Quizzes, tests, checklists
- Other(s)

Manitoba
Education and Training