



The Learning Design Tool is intended to support dance educators in designing learning experiences based on *Grades 9 to 12 Dance: Manitoba Curriculum Framework*. Select and target recursive learnings from all four essential learning areas to be used as the focus of instruction and assessment. Use the spaces below to customize and detail the recursive learnings. Click on the curriculum codes to link to the recursive learnings, enacted learnings, and inquiry questions identified in the Dance Curriculum Framework.

[DA-M1](#) Dance Elements

[DA-M2](#) Dance Techniques

[DA-M3](#) Expressive Skills and Musicality

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

[DA-C1](#) People and Practices

[DA-C2](#) Influence and Impact

[DA-C3](#) Roles, Purposes, and Meanings

[Recursive Learnings and Assessment](#)

[Recursive Learnings and Assessment](#)

Click on the following links for supporting information.

[Designing with the Grades 9 to 12 Dance Curriculum Framework](#)

[3C Model](#)

[Designing with the Four Essential Learning Areas](#)

[Learner Profile](#)

[Contexts](#)

[Curriculum Entry Points](#)

[Learning Pathways](#)

[Reflection and Notes](#)

[Copyright Information](#)

[Recursive Learnings and Assessment](#)

[Recursive Learnings and Assessment](#)

Idea Generation [DA-CR1](#)

Experimentation, Development, and Use [DA-CR2](#)

Revision, Refinement, and Sharing [DA-CR3](#)

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

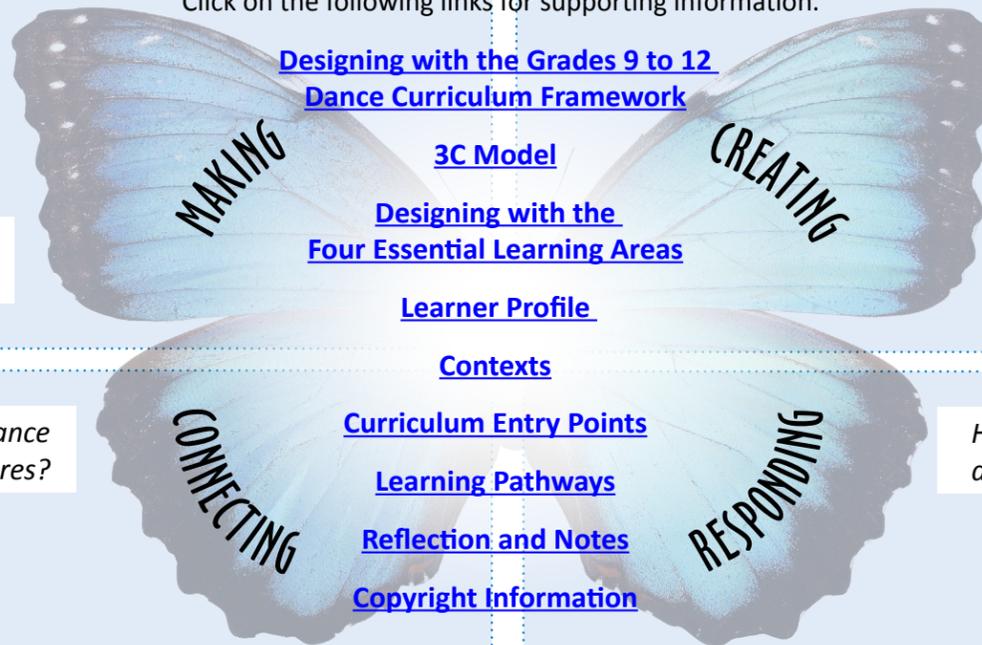
How will the learner use critical reflection to inform dance learning and to develop agency and identity?

Initial Reaction [DA-R1](#)

Observation and Description [DA-R2](#)

Analysis and Interpretation [DA-R3](#)

Identity, Action, and Agency [DA-R4](#)



DESIGNING WITH THE GRADES 9 TO 12 DANCE CURRICULUM FRAMEWORK

The Dance 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:

- **Community of learners:** Characteristics of classroom learners (e.g., student identity, interests, strengths, prior knowledge, prior experience, needs, challenges)
- **Contexts:**
 - **Learning contexts** (e.g., big idea, inquiry question, complex task or problem, theme of interest to student or group, universal theme, artistic text, artist, style) and **learning connections** (e.g., other arts education curricula, other subject areas, intercultural competencies, Indigenous perspectives, information and communication technology, sustainable development, social justice)
 - **School, divisional, and community contexts** (e.g., school and divisional priorities, physical environment, social environment, available technology, available scheduling, resources, artists)
- **Curriculum:** The Dance Curriculum Framework

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.

LEARNER PROFILE (INDIVIDUAL AND/OR GROUP)

What is the individual and/or group learner profile for the community of learners?

Consider the questions below.

Who is the learner?	
What are the learner's interests?	
What are the learner's strengths?	
What is the learner's prior knowledge?	
What is the learner's prior experience?	
What are the learner's needs?	
What are the learner's challenges?	

CONTEXTS

What authentic, meaningful contexts could anchor student learning?

Learning Contexts

- Big idea
- Inquiry question
- Complex task or problem
- Theme of interest to student or group
- Universal theme
- Artistic text
- Artist
- Style
- Other(s):

Describe the learning contexts.

Learning Connections

- Other arts education curricula
 - Dramatic arts
 - Music
 - Visual arts
- Other subject areas:
- Intercultural competencies
- Indigenous perspectives
- Information and communication technology (ICT)
- Sustainable development
- Social justice issues
- Other(s):

School, Divisional, and Community Contexts

- School and divisional context (e.g., school and divisional priorities, physical environment, social environment, available technology, available scheduling)
- Community context (e.g., resources, artists)

Describe the school, divisional, and community contexts.

CURRICULUM ENTRY POINTS

Which dance curriculum essential learning area(s) will serve as the entry point(s) into the recursive learnings? (See [p. 17](#) of the Dance Curriculum Framework.)



LEARNING PATHWAYS

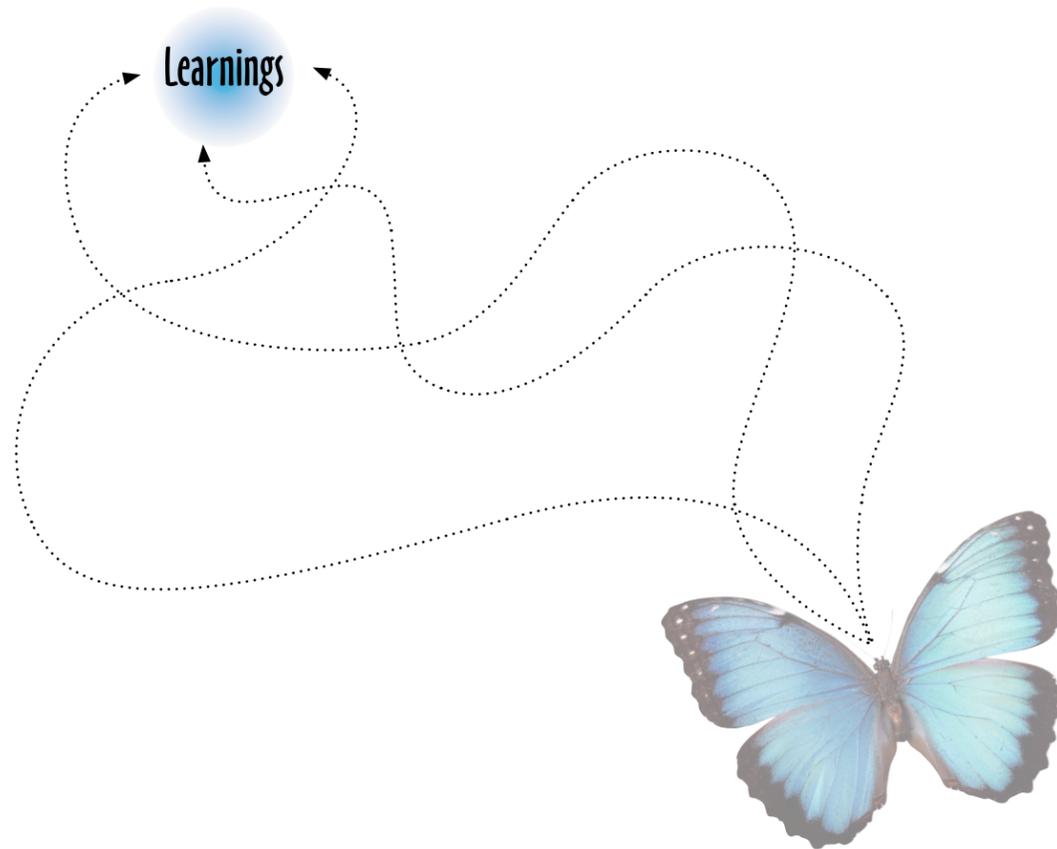
What are the possible learning pathways? Learning pathways are the trajectories that students follow as they enact the learnings from all four wings of the dance butterfly.

Educators cluster recursive learnings (see [p. 1](#)) to design learning pathways. Teachers and students can co-construct learning pathways. Students follow a variety of learning pathways to enact the targeted learnings. Trajectories can change and emerge in response to student learning and questions. They may be unique to individual learners.

Guiding Questions

The following questions are intended to support the design of learning pathways:

1. What is the purpose of the learning experience?
2. What essential learning area(s) will serve as the entry point(s) into the recursive learnings?
3. Which recursive learnings (e.g., DA–M3, DA–C3, DA–CR1, and DA–R2) may be clustered together?
4. What milestones and trajectories could help students reach the identified learning goals?
5. What scaffolding (processes and strategies) will be used to support students along their learning pathways?
6. What formative and summative assessment tools, strategies, and criteria will be used and co-constructed with students? (See [p. 5](#) of the Learning Design Tool.)
7. What resources will be used?



LEARNING PATHWAYS (continued)

Describe the possible dance learning pathways and the scaffolding that will be used to support students along their learning pathways.

Outline resources needed to support the learning.

Resources

Human resources (e.g., artists, guests, Elders)
Community resources
Print text sources (e.g., books, newspapers, scores, brochures)
Multimedia (e.g., applications, software, videos, audio, photos, webpages)
Artmaking materials
Music instruments
Costumes, props, sets, space
Technology (e.g., interactive whiteboard, sound equipment, projector, document camera)

How will dance learning be assessed for each essential learning area?

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 authentic learning over time)	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. Assessment **for** learning enables teachers to adjust teaching and plan next steps for teaching and learning. Assessment **as** learning enables learners to reflect critically on their learning and on personal learning strategies to support learning growth. When students are able to apply new understandings in a variety of authentic contexts and over time, teachers use a variety of evidence from observations, conversations, and products to provide summative assessment (**of** learning) and evaluation of targeted dance learnings.

1. Reflect on the assessment purposes, processes, and strategies.
2. Choose the assessment tools for the targeted learnings.
3. Evaluate dance learning growth. (See three learning dimensions and signposts in [Appendix A](#) of the Dance Curriculum Framework.)

MAKING			CREATING			EXAMPLES OF ASSESSMENT TOOLS	CONNECTING			RESPONDING			
DA-M1 Dance Elements	DA-M2 Dance Techniques	DA-M3 Expressive Skills and Musicality	DA-CR1 Idea Generation	DA-CR2 Experimentation, Development, and Use	DA-CR3 Revision, Refinement, and Sharing		DA-C1 People and Practices	DA-C2 Influence and Impact	DA-C3 Roles, Purposes, and Meanings	DA-R1 Initial Reaction	DA-R2 Observation and Description	DA-R3 Analysis and Interpretation	DA-R4 Identity, Action, and Agency
						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):							

For copyright information, refer to the following resources.

Manitoba Education and Training

- *Administration and Implementation Guide for Grades 9 to 12 Arts Education* (see [Copyright and Arts Education](#))

The Council of Ministers of Education, Canada (CMEC)

- *Copyright Information for Teachers*
www.cmec.ca/466/Programs-and-Initiatives/Copyright/Copyright-Information-for-Teachers/index.html
- *Copyright Matters! Some Key Questions and Answers for Teachers*
www.cmec.ca/140/Programs-and-Initiatives/Copyright/Copyright-Matters-/index.html