

Manitoba Arts Education Curriculum Programming “Exemplars of Learning”



This exemplar includes



appropriate for grades



Dance Basics

This exemplar includes student experiences in



Dance

*Dance
Language
and
Performance
Skills*



Students use movement to demonstrate understanding of the body in dance.



*Creative
Expression
in Dance*

Students use their understanding of animals for creating dance.

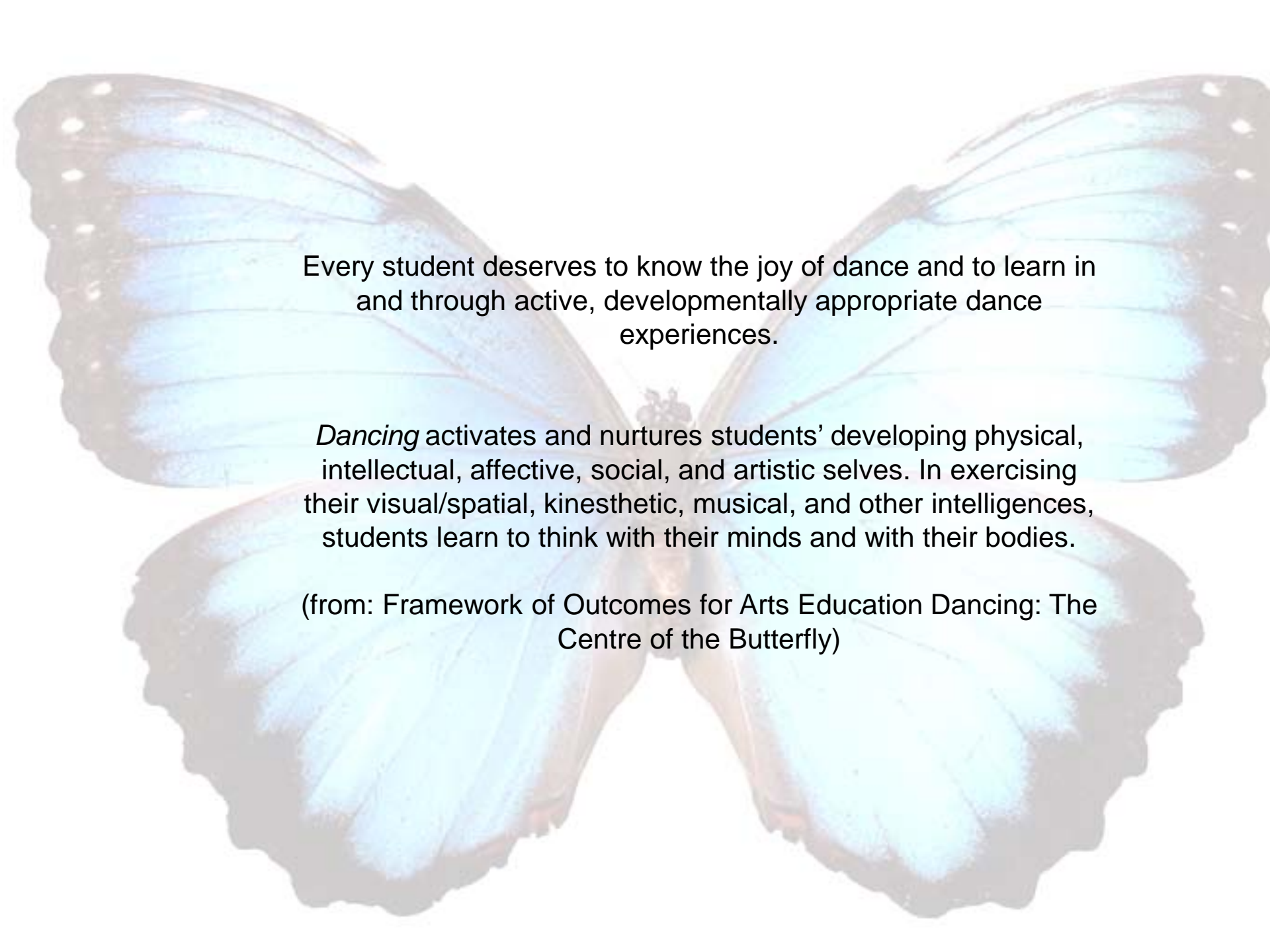
*Understanding
Dance In
Context*



Students identify when and why people dance in daily life (e.g., for storytelling).

*Valuing
Dance
Experience*

Students participate actively in dance learning experiences.



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

Dancing activates and nurtures students' developing physical, intellectual, affective, social, and artistic selves. In exercising their visual/spatial, kinesthetic, musical, and other intelligences, students learn to think with their minds and with their bodies.

(from: Framework of Outcomes for Arts Education Dancing: The Centre of the Butterfly)

The Learning Context

The Big Idea

How can we use dance to express ideas.

The students were five and six years old, had a broad range of abilities and came from a wide range of backgrounds and cultures.

Prior learning

As this exemplar was started in the fall term, the children were still very young Grade One students. The children had no prior experience with any of the dance exercises. The teacher made ongoing assessments of how the students comprehended and responded to the exercises and adjusted the instructions accordingly.

The classroom setting

All the experiences were carried out in a small gym.



Overview

of teaching and learning experiences

First the students

- participated in a variety of warm-up exercises
- developed basic skills

Next they

- danced to music

Then they

- listened to a story and danced their interpretation of the events in the story

Finally the students

- created a dance about “Winter Animals” (not included in this exemplar)

First the students participated in variety of warm-up exercises and experiences.





“Energy”

The students:

1. Listen to the teacher and watch her move.
2. Then chant and move in response to the teacher as she progresses through each of the different parts of the body.



Chant:

“Energy, energy, energy in my _____”

“Energy, energy, energy in my _____”

etc

Select photo



for video

*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*



“Walk Like Me”

1. The first child starts walking around the circle the way he/she normally walks.
2. The second child follows and mimics the first child, imitating posture & stride.
3. The first child sits down and the second child becomes the new leader and walks the way he/she normally walks.
4. The third child becomes the new follower, and so on....



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In Dance Language & Performance Skills, students perform variations of basic locomotor skills
2 DA–L2.2



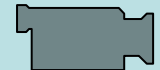
“Body Shapes”

The students:

1. Experiment making “shapes” with their bodies (e.g., a strong powerful shape and a small low shape).
2. Transition from one shape to another at different speeds.



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for video

*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



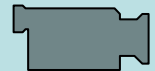
“Rag doll”

The students:

1. Begin by moving heads down, then the neck, shoulders and body , “one vertebrae at a time” until they are hanging limp “like a rag doll”.
2. Then roll back up, in reverse of going down.



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for video

In Dance Language & Performance Skills, students demonstrate basic axial movement skills in a variety of dance experiences (include: bend/flex, stretch/extend, swing, and twist/rotate) K-1 DA-L2.5



“Body sculptures”

1. Find a partner and pretend to be a sculptor and/or a lump of clay.
2. Take turns moulding your partner into a statue, as if they were made of clay.
3. After finishing moulding the “statue”, the sculptor freezes into the same position.



Select photo



for video

*In Dance Language & Performance Skills, students use movement to demonstrate understanding of **relationships** in dance: relationships among dancers and between dancers and objects K–4 DA–L1.3*



“High, low, regular”

The students:

1. Walk in time to a beat of 4 counts.
2. Walk “high” for 4 counts, “low” for 4 counts and “regular” for 4 counts.
3. Repeat.



Select photo



for video

In Dance Language & Performance Skills, students demonstrate basic locomotor skills (include: walk, run, hop, jump, leap, slide, gallop, and skip) K-1 DA-L2.2



Then students learned a dance

“Watch, then do like me”

The students followed the teacher’s movements as she combined what they had learned in their warm-up exercises into more complex sequences.



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for video

In Dance Language & Performance Skills, students participate actively in dance learning experiences
K-4 DA-V1.1



The students

1. Stood in a circle and watched the teacher demonstrate the movement sequence once.
2. Then danced the sequence together with the teacher.



Select photo



for video

*In Dance Language & Performance Skills, students use movement to demonstrate understanding of **space** in dance: personal and general space, dimensions, directions, levels, and pathways K–4 DA–L1.2*



“Dance With Music”

The students continued to follow the teacher’s moves as they experienced the dance with music.



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for video

In Dance Language & Performance Skills, students follow basic visual and musical cues in dance experiences K-4 DA-L2.9



Extensions: Future Learning

“Dance a Story”

The students were studying animals and experimented matching dance movements and sequences to show what they had learned about the behaviour of animals

In the video:

- Students listen to a story about a whale.
- The second time they listen to the story, they improvise movement and dance to interpret the story.



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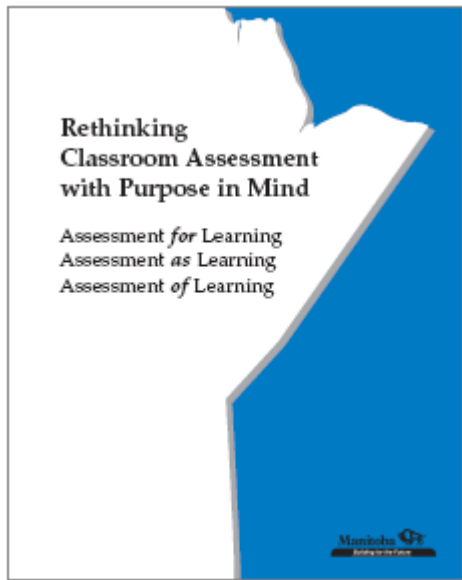


for video

In Creative Expression in Dance, students experiment with dance to communicate ideas derived from a variety of stimuli (e.g poem, story ; ideas from other subject areas) K-1 DA-C1.3

Appendix: Manitoba Education Resources

Rethinking Classroom Assessment with Purpose in Mind



Classroom teacher's comment: In this exemplar, the visiting dance teacher had originally planned to help the students create their own dance to show what they had learned about their topic, "Winter Animals". However, as the students were still very young, with no prior experience in dance, she decided that it would be better to teach basic dance and movement skills first, so as to give them the tools needed for creativity.

“Assessment for learning is designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.”

Rethinking Classroom Assessment with Purpose in Mind, page 13

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