

Grade 3 Dance

FRENCH IMMERSION Program

Discipline Overview

Arts education in Manitoba includes the disciplines of drama, visual arts, music, and dance. These disciplines represent expressive art forms and unique literacies that have the power to communicate and embody ideas and feelings by mobilizing the body, senses, mind, intellect, emotions, imagination, and intuition.

Arts education provides learners with the opportunity to get to know themselves better, to express themselves in a variety of ways, and to develop their perception, interpretation, and understanding of the world around them. It illuminates, deepens, and broadens the human experience. Drama, visual arts, music, and dance foster the development of global competencies and sustainable learning, diversify literacy choices, and contribute to learners' growth, well-being, and sense of identity.

Each of the arts education disciplines gathers four recursive learning areas highlighting important practices, skills, and abilities. These areas are *Making*, *Creating*, *Connecting*, and *Responding*. Arts language and practices (*Making*) are connected to how they may be used to create (*Creating*), to what understandings and significance the language and practices can communicate through diverse contexts (*Connecting*), and to how critical reflection about dance transforms learning and develops identity and agency (*Responding*). Learning in these areas is not designed to be taught in isolation, but interdependently so that the learner can engage and mobilize these learning areas to stimulate and support artistic development. The butterfly images in [drama](#), [visual arts](#), [music](#), and [dance](#) illustrate recursive learnings in arts education.

Learning in arts education takes into account the role of the French Immersion Program, its vision, its foundations (language, culture, and identity), as well as the principles of learning and assessment. Students in arts education are exposed at the same time to artistic, cultural and language models. Learning in arts education thus contributes to the creation and vitality of a Francophone space where students can take action, define themselves and flourish.

Course Overview

In Grade 3, the learner

- develops language and practices for making dance (*Making*)
- generates, develops, and communicates ideas for creating dance (*Creating*)
- develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures (*Connecting*)
- uses critical reflection to inform dance learning and to develop agency and identity (*Responding*)

Although these areas are distinct, their recursive learnings are designed to be achieved in an authentic and interdependent way. They are developed, recombined, and transformed across novel and varied contexts to deepen and broaden learning, which becomes more refined, sophisticated, and complex with time and new experiences.

Global Competencies in Dance



Critical Thinking

Critical thinking in dance consists of analyzing, synthesizing, interpreting, and evaluating the dance experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the work or experience in dance to facilitate interpretation, evaluation, and assessment.
- Learners determine how the elements of the dance are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the work or experience in dance while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.
- Learners give and justify their interpretations, preferences, and evaluations of work or experiences in dance in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate the artistic experience or work.



Creativity

Creativity in dance is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create an artistic work.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.
- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for creating dance.
- Learners build on the ideas of others to create dance.
- Learners experiment and develop ideas iteratively using dance language (e.g., elements and principles, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share the artistic work in response to self-reflection or peer feedback.



Citizenship

Citizenship in dance is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of dances.
- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in dance.
- Learners examine how dance influences, comments on, and challenges identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through dance experiences.
- Learners realize their potential through their artistic contributions.
- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of dances.



Connection to Self

Connection to self in dance includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising dance helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through dance experiences.
- Learners self-regulate, self-evaluate, and reflect on the dance experience to improve themselves.
- Learners set and pursue artistic goals for their learning in dance, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which dance shapes personal, cultural, and artistic identities and enhances life, learning, leisure, and work.



Collaboration

Collaboration in dance is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to dance.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about dance experiences.
- Learners understand that drawing on others' ideas can enrich their learning in dance and deepen their thinking.
- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., presentation, performance, etc.) by practising active listening.
- Learners give and accept feedback on their ideas and those of others.
- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in dance.
- Learners engage in the collective purpose or common goal while co-constructing dance works and experiences with peers.



Communication

Communication in dance is based on interaction with others or with a dance, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic languages and processes.

- Learners use dance language (e.g., elements, forms, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to dance on the development of their identity and relationships.
- Learners determine the artistic intent of a work, taking into account the context and target audience.
- Learners seek to understand the messages in their dance experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which dance can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through dance language.
- Learners make connections and build relationships through dance experiences.
- Learners recognize the communicative power of dance in building community.

Enduring Understandings

Making in Dance

The learner develops language and practices for making dance using the elements, the choreographic considerations, and the techniques of dance. Dance embodies and communicates ideas, feelings, and meaning through cognitive, physical, affective, and intuitive modes. The development of language and practices for making dance illuminates, deepens, and broadens human experience through interactions, relationships, and individual and collective contributions.

Connecting in Dance

The learner develops understandings about the significance, influence, impact, and role of dance by making connections to the contexts of various times, places, social groups, and cultures. Engaging with dance practices, forms, styles, traditions, and artists enables learners to understand the world around them and the perspectives of others. “Connecting” in dance invites the learner to question the past, to challenge the present, and to shape the future.



Creating in Dance

The learner engages in the creative process by generating, developing, and communicating ideas in the creation of dance. The creative process in dance provides opportunities for the learner to imagine possibilities, communicate complex ideas and emotions in unique and powerful ways, express the intangible, and explore identities. Through the creative process, learners explore multiple and sometimes unexpected ways to solve problems and find solutions. The divergent, open-ended creative thinking needed for the creative process is essential for all learning in today's world.

Responding in Dance

The learner uses critical reflection to inform dance learning by responding, observing, describing, analyzing, and interpreting dance experiences. The process of critical reflection in dance enables learners to recognize different perspectives, challenge and construct ideas, beliefs, and values, and apply new understandings to their learning. This process informs the learner's identity and agency and is necessary for transformative learning.


Learning Outcomes

Making (DA-M): The learner develops language and practices for making dance.

3-DA-M1 The learner demonstrates an understanding of and a facility with the elements of dance (i.e., the body, space, relationships, and motion factors and gestures) in a variety of contexts.

The learner is able to do the following:

- Use movement to demonstrate an understanding of the body in dance: body parts, body shapes, and body actions.
- Use movement to demonstrate an understanding of space in dance: personal and general space, dimensions, directions, levels, and pathways.
- Use movement to demonstrate an understanding of relationships in dance: relationships among dancers and between dancers and objects.
- Demonstrate the understanding that motion factors (time, weight, and flow) and gestures in dance can be used to create an endless range of movement qualities.
- Use appropriate dance vocabulary to label and describe elements of dance.



3-DA-M2 The learner develops a facility with dance techniques.

The learner is able to do the following:

- Perform dance sequences combining variations of locomotor skills.
- Dance in a variety of formations (e.g., trios, small groups, circles, squares, parallel lines).
- Perform a variety of simple dance steps (e.g., step-hop, schottische, prance, triplet, grapevine, polonaise).
- Perform dance sequences combining axial movement variations.
- Perform dance sequences combining axial and locomotor movements.
- Follow basic visual and musical cues in dance experiences.
- Perform grade-appropriate dances.

3-DA-M3 The learner demonstrates musicality through dance.

The learner is able to do the following:


- Respond kinesthetically to the flow (e.g., rhythm, phrasing, form) of a wide variety of music.
- Move to a steady beat in a variety of metres (suggested progression: begin with 2/4 and 6/8, and progress through 3/4, 4/4, and changing metres) and tempos (e.g., fast/slow, getting faster/slower).
- Respond to accented beats through movement.
- Perform movements of different durations (include on the beat [e.g., walk, hop, jump], shorter than the beat [e.g., run by twos, by threes, by fours], and longer than the beat [e.g., slow walk, slower walk, slowest walk, as well as periods of rest—no motion/stillness]).

Creating (DA-CR): The learner generates, develops, and communicates ideas for creating dance.

3-DA-CR1 The learner generates ideas for creating dance using a variety of sources.

The learner is able to do the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings; memories; imagination; themes; observations; visual stimuli; learning in other subject areas; poems; stories; music; daily, family, or community life) to ignite ideas and questions for dance creation.
- Consider other arts disciplines (visual arts, dramatic arts, media arts, music) and other subject areas to inspire and trigger ideas for dance creation.
- Generate multiple ideas for dance creation through experimentation, improvisation, and/or play with grade-appropriate dance elements, techniques, and forms.

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- Engage in collaborative idea generation/brainstorming as inspiration for dance creation.

3-DA-CR2 The learner experiments with, develops, and uses ideas for creating dance.

The learner is able to do the following:

- Experiment with movement and dance elements to test and elaborate ideas.
- Select, organize, and use, with increasing independence, a combination of ideas for choreographing dances (e.g., select, refine, and organize motifs, select motion factors and gestures).
- Explain own decisions about the selection and use of dance elements, techniques, forms, motion factors, and gestures in own ongoing work.
- Incorporate serendipitous discoveries into own ongoing dance creations, as appropriate.
- Develop and extend dance ideas individually and in collaboration with others.

3-DA-CR3 The learner revises, refines, and shares dance ideas and creative work.

The learner is able to do the following:


- Share work in progress to inform revisions.
- Rehearse, revise, and refine dance to perform for others, with increasing independence, keeping in mind the choreographer's intent and the audience.
- Finalize own dance work (e.g., make appropriate decisions as to whether own work is "finished").
- Share own dance ideas, choreography, and interpretations with others through performances, choreography portfolios, or video recordings.

Connecting (DA-C): The learner develops understandings about the significance of dance by making connections to various contexts of times, places, social groups, and cultures.

3-DA-C1 The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.

The learner is able to do the following:

- Perform, observe, describe, and compare dance from various times, places, and cultures (include dance from past and present and from global, Canadian, and Manitoban cultures, including First Nations, Métis, and Inuit).
- Identify, share, and talk about examples of dance experienced at home, at school, and in the community.
- Demonstrate an awareness of dance artists, venues, and/or companies in own community, in Manitoba, in Canada, and in various global contexts.



3-DA-C2 The learner experiences and develops an awareness of a variety of dance genres, styles, and traditions.

The learner is able to do the following:

- Demonstrate an awareness that there are many different kinds of dance.
- Demonstrate the understanding that dance works can be categorized according to common characteristics.
- Recognize that dance is an art form, along with dramatic arts, literary arts, music, and visual arts.

3-DA-C3 The learner demonstrates an understanding of the roles, purposes, and meanings of dance in the lives of individuals and in communities.

The learner is able to do the following:


- Explain a variety of purposes and roles for dance in own community and in other places and times.
- Demonstrate an awareness of the intended meanings and/or purposes of dances encountered in own performance and viewing experiences (e.g., representations of nature in Indigenous hoop dancing, coal mining in the Japanese dance *Tanko Bushi*).
- Demonstrate an appreciation of dance as a means of experiencing and exploring own and others' lives (e.g., feelings, values, stories, events, cultures).
- Demonstrate an awareness of ways in which dance reflects, influences, and shapes issues and events, as well as traditions, values, beliefs, and identities of individuals and groups.
- Engage and/or interact appropriately as participants, audience members, and performers.

Responding (DA-R): The learner uses critical reflection to inform dance learning and to develop agency and identity.

3-DA-R1 The learner generates initial reactions to dance experiences.

The learner is able to do the following:

- Take time to perceive dance experiences before sharing opinions and making judgments.
- Make personal connections to previous experiences with dance and other art forms.
- Express first impression of own and others' dance (e.g., thoughts, feelings, intuition, associations, questions, experiences, memories, stories, connections to other disciplines).



3-DA-R2 The learner observes and describes dance experiences.

The learner is able to do the following:

- Discern details about dance (e.g., elements [body, space, relationships], techniques, motion factors and gestures, movement qualities, and expressive gestures).
- Use appropriate dance terminology to observe and describe dance experiences.
- Recognize different noticings and build common understanding about dance.
- Demonstrate the understanding that noticing details enhances own thinking about dance, as well as appreciation, performance, and creation of dance.

3-DA-R3 The learner analyzes and interprets dance experiences.

The learner is able to do the following:

- Analyze how dance elements communicate meaning.
- Reflect on, share, and explain personal responses (e.g., feelings, thoughts, images) evoked by dance experiences.
- Examine others' interpretations to understand diverse perspectives and inform new thinking about dance.
- Co-construct criteria to critically analyze and evaluate dance works, and experiences.

3-DA-R4 The learner constructs meaning and applies new understandings from dance experiences.

The learner is able to do the following:

- Justify own preferences, ideas, and interpretations about dance.
- Recognize and respect that individuals and groups may have different preferences, ideas, interpretations, and opinions about dance.
- Make informed choices for decision-making about dance.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/immersion/arts/dance/resources/grade_3.html.