

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Dance</b>		<b>GRADE: 6</b>	<b>UNIT #: 5</b>	<b>UNIT NAME: History of the Arts and Culture</b>
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS		
<b>1</b>	Analyze the rhythmic component of World social dances in a variety of cultures connecting the social beliefs and values to the cultural movement (e.g., <i>Asian/Philippine Folk Dances</i> , <i>Indian Dandiya</i> , <i>Aboriginal Bungkui</i> dance, <i>Native American Indian Pow Wow</i> ceremonial dances, <i>Afro-Caribbean -Caribbean Quadrilles</i> , <i>Egyptian Tanoura</i> , <i>Turkish Halay</i> dances, <i>South American Capoeira</i> , <i>West African storytellers</i> , <i>Native American Indian storytellers</i> etc.).	1.2.8.A.3		
<b>2</b>	Describe the role of dance in a variety of cultures connecting the influence of the government or ruling power and the spatial patterning of the dance (e.g., <i>Court dances</i> , <i>Japanese dances of the Shirabyoshi</i> , <i>Southeast Asian court dances</i> , etc.).	1.2.8.A.3		
<b>3</b>	Learn a short culturally-specific group social, historical, or political dance that effectively demonstrates the use of dynamics and energy influenced by the beliefs and movement characteristics of the culture.	1.2.8.A.3		

Code #	NJCCCS
1.2.8.A.3	<p><b>Content Statement:</b> The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p><b>Cumulative Progress Indicator:</b> Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>