

NJDOE MODEL CURRICULUM

CONTENT AREA: Dance	GRADE: 7	UNIT #: 2	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Distinguish between lyricism and bravura dance phrases in in relationship to musical accompaniment in self-generated, peer or teacher –generated choreography.	1.3.8.A.1
2	Analyze the use of lyricism and bravura movement in relationship between dance and music in dance masterworks from various genres.	1.3.8.A.1
3	Alter original and choreographed phrases through intentional changes to the lyrical or bravura performance quality of the movement phrase as a means of changing the emotional content/context of the phrase.	1.3.8.A.1
4	Create and perform dance phrases using the Remote effort state (Space and Time) for expressive purpose using a social, historical, and/or political themes or event as inspiration for narrative content.	1.3.8.A.2
5	Create and perform dance phrases using the Mobile effort state (Time and Flow) for expressive purpose using a social, historical, and/or political themes or event as inspiration for narrative content.	1.3.8.A.2
6	Create and perform dance phrases using the Stabile effort state (Space and Weight) for expressive purpose using a social, historical, and/or political themes or event as inspiration for narrative content.	1.3.8.A.2
7	Identify the actions and body parts (i.e., bony landmarks and joints) used individually and in combination during movement phrases demonstrating their most basic kinetic function.	1.3.8.A.3
8	Use and maintain the principles of alignment in locomotor and non-locomotor movement.	1.3.8.A.3
9	Demonstrate varying levels of work and force in movement to communicate meaning within the social/historical context as well as personal voice, personal and aesthetic experience, and the visceral experience of the technique.	1.3.8.A.3
10	Maintain a consistent rhythm in in the performance of dances in metered time (e.g., 2/4 or 3/4 time and in dances with mixed meters and odd meters (e.g., 5/4, 7/8 time).	1.3.8.A.3

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11	Demonstrate body-level connectivity (i.e., core, distal, head-tail, body half connectivity, cross lateral connectivity) in self-generated, peer, and teacher initiated choreography.	1.3.8.A.3
12	Demonstrate maximum range of motion through effective application of dynamic alignment in locomotor and non-locomotor movement phrases.	1.3.8.A.3
13	Create and perform locomotor and non-locomotor axial movement phrases for expressive intent in the vertical and horizontal planes.	1.3.8.A.3

Code #	NJCCCS
1.3.8.A.1	<p>Content Statement: Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.</p> <p>Cumulative Progress Indicator: Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy</p>
1.3.8.A.2	<p>Content Statement: Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.</p> <p>Cumulative Progress Indicator: Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.</p>
1.3.8.A.3	<p>Content Statement: Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.</p> <p>Cumulative Progress Indicator: Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.</p>