

NJDOE MODEL CURRICULUM

CONTENT AREA: Dance

GRADE: 8

UNIT #: 3

UNIT NAME: Performing

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Choreograph a short solo that incorporates combinations of effort actions, variations in movement qualities/affinities (lyricism and bravura), and changes in dynamics to communicate meaning.	1.3.8.A.1
2	Execute movement sequences in a variety of dance forms with accuracy regarding the choreographic aspects of time, space, and energy.	1.3.8.A.1
3	Execute combinations of steps in multiple dance genres or styles with transitions/variations in dynamics and spatial orientations (e.g., dynamic of Effort Factor of Flow: bound flow verses free flow of high or diminished intensity; dynamics of Weight Effort Factor: light verses strong movement of heightened of diminished intensity; dynamics of Time Effort Factor: sudden verses sustained movement of high or diminished intensity).	1.3.8.A.1
4	Vary movement phrases by changing rhythm, tempo, dynamics and use of space in improvised and choreographed dances.	1.3.8.A.1
5	Demonstrate proficiency dancing syncopated rhythms: dotted rhythms, polyrhythms, and odd meters (e.g., 5/4 time).	1.3.8.A.1
6	Created and perform a small group dance using effort states as a choreographic devise (i.e., Awake, Rhythm, Dream, Remote, Mobile, and Stable) to communicate narrative or thematic content derived from a social-political event and/or cross-cutting theme (e.g., bullying, homelessness, racism and prejudice etc.).	1.3.8.A.2
7	Demonstrate artistic application of complex coordination in movement phrases(i.e., contralateral and unilateral movement, and head to tail connection) while maintaining mechanical efficiency and appropriate strength and force demanded of anatomically supported, kinesthetically sound locomotor and non-locomotor sequences.	1.3.8.A. 3

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8	Apply the kinesthetic principle of torque to cause a change in the motion of the body in an original choreographic phrase.	1.3.8.A. 3
9	Create and perform a dance that demonstrates incorporates changes in rhythm and dynamics to convey a meaning, or communicate and emotion or mood.	1.3.8.A. 3
10	Employ various kinds of partnering techniques that demonstrate artistic application of anatomical and kinesthetic principles and rhythmic acuity (including making spontaneous choices in dance partnering with sensitivity to the partner).	1.3.8.A. 3
11	Create and perform a dance composition that utilizes technology and/or media arts as a catalyst for invention and thematic content.	1.3.8.A.4

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>

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	<p>Cumulative Progress Indicator: Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.</p>
1.3.8.A.4	<p>Content Statement: Technology and media arts are often catalysts for creating original choreographic compositions.</p> <p>Cumulative Progress Indicator: Use media arts and technology in the creation and performance of short, original choreographic compositions</p>