

NJDOE MODEL CURRICULUM

CONTENT AREA: DANCE	GRADE: High School	UNIT #: 3	UNIT NAME: Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Utilize movement vocabulary from a variety of dance genres as the genesis for the invention of new movement vocabulary.	1.3.12.A.1
2	Use improvisation as a choreographic tool to combine body actions, dynamics, space, relationships, props and vocalization influenced by a variety of dance genres in order to create unique personalized statements in dance composition.	1.3.12.A.1
3	Use various choreographic structures such as ABA, rondo, theme and variation, canon, palindrome, and suite to create and perform theme-based solo and/or ensemble dances that cohesively develop a concept and demonstrate aesthetic unity.	1.3.12.A.2
4	Use choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion to integrate and recombine movement vocabulary drawn from a variety of dance genres.	1.3.12.A.2
5	Demonstrate dance artistry through musicality and stylistic nuance that supports the choreographic clarity and intent with correct technique, body mechanics, and movement efficiency in solo and ensemble performances.	1.3.12.A.3
6	Use expressive musical phrasing and dynamic control (e.g., affecting effort, weight, space, time) in the creation and performance of dances from varied genres.	1.3.12.A.3
7	Demonstrate proficiency in a variety of partnering techniques using proper/safe applications of body mechanics.	1.3.12.A.3
8	Execute extended sequences in at least one dance genre, style or technique with dependable fluency and accuracy (e.g., rhythmic acuity, ensemble skill, understanding of weight placement and support specific to the dance form, clear differences in body posture and attitude associated with the dance form etc.).	1.3.12.A.3
9	Understand and use unison movement, juxtapose unison groups with solos and duets, juxtapose unison and non-unison groups in original choreography.	1.3.12.A.3

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10	Convey a dramatic through-line and an emotional subtext in the performance of dances from varied genres, techniques or styles.	1.3.12.A.3
11	Collaborate in the design and production a dance concert while serving in one of a number of functions (e.g., dancer, choreographer, rehearsal director, producer, publicist, house manager, technician, set, costume or lighting designer etc.). Utilize media and/or technology as the catalyst for the creation and performance for at least one of the dances.	1.3.12.A.4

Code #	NJCCCS
1.3.12.A.1	<p>Content Statement: Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work characteristics of style vary broadly across dance genres.</p> <p>Cumulative Progress Indicator: Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.</p>
1.3.12.A.2	<p>Content Statement: Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.</p> <p>Cumulative Progress Indicator: Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.</p>
1.3.12.A.3	<p>Content Statement: Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.</p> <p>Cumulative Progress Indicator: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p>
1.3.12.A.4	<p>Content Statement: Dance production is collaborative and requires choreographic, technological, design, and performance</p>

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skill.

Cumulative Progress Indicator: Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.