

NJDOE MODEL CURRICULUM

CONTENT AREA: Dance	GRADE: High School	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Compare and contrast the value, integrity and cultural traditions of the people to discern the cultural implications in masterworks of dance (e.g., Agnes DeMille's <i>Rodeo</i> , Luke Cresswell and Steve McNicholas's <i>Stomp</i> , George Balanchine's <i>Serenade</i> , etc.).	1.4.12.A.1
2	Design a rubric to chart movement choices (e.g., time, space and energy) contrasted within a variety of culturally specific dances (e.g., <i>Pavane</i> , <i>Waltz</i> , <i>Jitterbug</i> , <i>Minuet</i>).	1.4.12.B.1
3	Use domain-specific dance terminology to compare and contrast culturally diverse choreographic, self, and peer-generated dance works and speculate on the choreographer's artistic/aesthetic intent, citing clues within the dance to substantiate the hypothesis.	1.4.12.A.2
4	Categorize the attributes of various genres of dance regarding choreographic style, historical significance, craftsmanship, cultural context, and originality and emulate stylistic nuances from diverse dance traditions in the creation and performance of original choreography.	1.4.12.A.3
5	Compare and contrast diverse choreographic pieces and discuss how exposure to different cultural influences affect emotional, intellectual, and kinesthetic responses broadens perceptions.	1.4.12.A.4
6	Develop and employ rubrics and holistic scoring guides to critique dance masterworks from diverse cultural contexts and historical eras, as well as self and peer-generated choreography, using the elements of dance (e.g., time, space and energy) and principles of design (e.g., repetition, balance, emphasis, unity, variety, and rhythm) to evaluate works dance.	1.4.12.B.1
7	Critique the technical proficiency and presentation in created dance works using a rubric that defines (e.g., Ballet: spinal alignment, turnout, ballet vocabulary; Modern: off vertical dynamic alignment, full dynamic range use of weight, body articulation/connectivity; Jazz: technical clarity, rhythmic acuity, accuracy of movement, direction of focus).	1.4.12.B.2
8	Use a rubric to define how the significance and meaning may impact perceptions in dance works (e.g., musicality, focus, style, and dynamic range).	1.4.12.B.2
9	Compare, contrast and define the role of dance creation and performance in a global society.	1.4.12.B.3

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10	Research and document how technology influences the creation and performance of dance for consumers, creators, and performers around the world.	1.4.12.B.3
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Code #	NJCCCS
1.4.12.A.1	<p>Content Statement: Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p>Cumulative Progress Indicator: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p>
1.4.12.A.2	<p>Content Statement: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist’s concept.</p> <p>Cumulative Progress Indicator: Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>
1.4.12.A.3	<p>Content Statement: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>Cumulative Progress Indicator: Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>
1.4.12.A.4	<p>Content Statement: Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p> <p>Cumulative Progress Indicator: Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>
1.4.12.B.1	<p>Content Statement: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</p>

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	<p>Cumulative Progress Indicator: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>
1.4.12.B.2	<p>Content Statement: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s technical proficiency as well as by the manner and physical context in which it is performed or shown.</p> <p>Cumulative Progress Indicator: Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
1.4.12.B.3	<p>Content Statement: Art and art-making reflect and affect the role of technology in a global society.</p> <p>Cumulative Progress Indicator: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>