

NJDOE MODEL CURRICULUM

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| CONTENT AREA: Dance | GRADE: High School | UNIT #: 5 | UNIT NAME: History of the Arts and Culture |
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| # | STUDENT LEARNING OBJECTIVES | CORRESPONDING NJCCCS |
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| 1 | Examine the historical progressions of attention to social distance and spatial relationships among performers in vernacular dances of western cultures (e.g., <i>Pavane, the Waltz, Jitterbug, Minuet, etc.</i>). Create and perform movement sequences emphasizing the use of varied social distance as the primary focus of movement invention (e.g., gesture, level, direction, pathway, focus). | 1.2.12.A.1 |
| 2 | Observe how choreographic use of space is employed to create/support ambiance in culturally-based, historically significant dance master works (e.g., Agnes DeMille’s <i>Rodeo</i> , Martha Graham’s <i>Application Spring</i> , Michel Fokine’s <i>Petrouchka</i> , and George Balanchine’s <i>Serenade</i> etc.). | 1.2.12.A.1 |
| 2 | Examine attitudes towards time in diverse world culture dances through history (e.g., <i>Galliard/Pavans</i> in French court dancing, <i>Allegro and Adagio</i> phrases in Ballet, slow motion in <i>Buto</i> dance, Merce Cunningham’s deconstruction of time in modern dance, <i>Pattin’ Juba dances of Giouba</i> , Haitian <i>Djouba</i> dance), <i>Flamenco</i> , new western approaches to scored sound as music such as in the Broadway show <i>Stomp</i> etc.). Create and perform a movement sequence emphasizing the dance element of time. | 1.2.12.A.1 |
| 3 | Differentiate dance works from various world cultures and historical eras that focus on applications of variations in energy (e.g., Alvin Ailey’s <i>Revelations</i> , <i>Aureole</i> by Paul Taylor, and <i>Moor’s Pavane</i> by José Limon etc.). Create and perform a movement sequence using the dance element energy (e.g., sharp vs. sustained, strong vs. light, free vs. bound) as the primary influence of choreographic invention. | 1.2.12.A.1 |
| 4 | Compare and contrast the impact of technology on dance performances from diverse cultures and historical eras (e.g., Bollywood productions, -Fred Astaire dancing on the ceiling Royal Wedding, Chris Zeigler’s <i>CELLBYTES 2000</i> – a virtual dance created in a motion capture lab, <i>Ghost Stories</i> by Bill T. Jones, Troika Ranch’s use of body sensors enabling dancing interactively with space using electronic triggers etc.). Create a movement sequence that uses technology to enhance the visual experience. | 1.2.12.A.2 |
| 5 | Research and develop an understanding of how dance positively enhances the quality of life from a performers’ and audiences’ perspective. Contribute to the community by creating and | 1.2.12.A.2 |

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| | performing dances for children, senior citizens, and other diverse and underserved populations. | |
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| Code # | NJCCCS |
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| 1.2.12.A.1 | <p>Content Statement: Cultural and historical events impact art-making as well as how audiences respond to works of art.</p> <p>Cumulative Progress Indicator: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> |
| 1.2.12.A.2 | <p>Content Statement: Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.</p> <p>Cumulative Progress Indicator: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> |