

NJDOE MODEL CURRICULUM

CONTENT AREA: Dance	GRADE: 3	UNIT #: 1	UNIT NAME: Creative Process & Performing
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Orally demonstrate how improvisation affects the content of the choreographic structure.	1.1.5.A.1
2	Create original movement through improvisation as a means of enlarging movement choices.	1.1.5.A.1
3	Create and perform movement sequences that employ specific choreographic structures (e.g., rounds or canons, palindromes, repetition, accumulation/addition) as a framework for invention.	1.1.5.A.1
4	Create and perform narrative dances with distinct characters, moods etc.	1.1.5.A.1
5	Demonstrate free improvisation and develop "set" movement phrases from their improvisations.	1.1.5.A.2
6	Identify improvised and choreographed sequences in classmates' dances and describe how improvisation can be a choreographic tool.	1.1.5.A.2
7	Demonstrate improvised movement sequences with a defined beginning, middle and end that manipulate space (levels and pathways).	1.3.5.A.1, 1.3.5.A.2
8	Create and perform movement sequences with a defined, beginning, middle and end that alter time (fast and slow).	1.3.5.A.1, 1.3.5.A.2
9	Create a planned movement sequence with a defined beginning, middle and end that integrates variations in energy (movement dynamics), with changes to time (i.e., fast, slow, in or out of time) and levels in space (i.e., high, middle, low space).	1.3.5.A.1, 1.3.5.A.2
10	Manipulate rhythmic patterns in a planned movement sequence and create and demonstrate movement sequences created from auditory rhythmic patterns.	1.3.5.A.1
11	Demonstrate age appropriate understanding of correct posture including working with a "neutral" pelvis.	1.3.5.A.4
12	Demonstrate coordination through the performance of basic locomotor movements (e.g., skip, hop, jump, run, gallop, hopscotch etc.).	1.3.5.A.4

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13	Use improvisation to invent non-locomotor movement phrases (i.e., phrases using spirals, axial turns, and body half, cross-lateral, and upper/lower, head to tail connected movements).	1.3.5.A.4
14	Create and demonstrate movement phrases that combine locomotor and non-locomotor movement.	1.3.5.A.4
15	Display strength and flexibility in performing dance movements.	1.3.5.A.4
16	Demonstrate age appropriate balance skills including balancing on one foot and in elev�e.	1.3.5.A.4
17	Demonstrate focus and concentration including the use of a single focus (preparation for spotting, clearly using the eyes to show variety in direction, intent, and a multi-faceted focus) when performing dance sequences.	1.3.5.A.4

Code #	NJCCCS
1.1.5.A.1	<p>Content Statement: Basic choreographed structures employ the elements of dance.</p> <p>Cumulative Progress Indicator: Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.</p>
1.1.5.A.2	<p>Content Statement: Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.</p> <p>Cumulative Progress Indicator: Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.</p>
1.3.5.A.1	<p>Content Statement: Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.</p> <p>Cumulative Progress Indicator: Perform planned and improvised sequences with a distinct beginning, middle, and end that</p>

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	manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
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1.3.5.A.2

Content Statement: The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.

Cumulative Progress Indicator: Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

1.3.5.A.4

Content Statement: Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.

Cumulative Progress Indicator: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.