

## NJDOE MODEL CURRICULUM

<b>CONTENT AREA: Dance</b>	<b>GRADE: 5</b>	<b>UNIT #: 1</b>	<b>UNIT NAME: Creative Process and Performing</b>
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
<b>1</b>	Create and demonstrate movement sequences with varying contrasting dynamics (i.e., quick vs. sustained, bound vs. free, direct vs. indirect, light vs. strong).	1.1.5.A.1
<b>2</b>	Alter movement sequences of contrasting dynamics by incorporating level changes and varying pathways.	1.1.5.A.1
<b>3</b>	Identify complex body shapes in the dances of others and create and demonstrate movement sequences with complex body shapes (i.e., angular, circular, narrow, wide, and spiral shapes) extrapolated from basic forms.	1.1.5.A.1
<b>5</b>	Create and demonstrate movement sequences using a basic choreographic structure (e.g., retrograde, theme or narrative, and call and response, shadowing, mirroring, flocking) as a motivation for improvisation.	1.1.5.A.1
<b>6</b>	Improvise to music of varying types and tempos.	1.1.5.A.3
<b>7</b>	Create and demonstrate short choreographic phrases based on a musical theme or structure.	1.1.5.A.3
<b>8</b>	Alter choreographic phrases by changing the music, tempo and/or movement style.	1.1.5.A.3
<b>9</b>	Improvise and perform short dances in silence to non-musical sounds and spoken text and describe how silence, sound or text affects the meaning of the choreographic phrase.	1.1.5.A.3
<b>11</b>	Create and demonstrate contrasting movement sequences that are centrally or peripherally initiated led by the extremities.	1.1.5.A.4
<b>12</b>	Improvise and perform contrasting movement sequences that are reliant on body patterning and counter balance.	1.1.5.A.4
<b>13</b>	Create and demonstrate a solo movement sequence that includes body part isolation and central as well as peripheral initiation.	1.1.5.A.4
<b>14</b>	Orally describe and/or demonstrate how body movements and patterning defines an individual's style and movement sequence.	1.1.5.A.4
<b>15</b>	Create a short dance phrase that demonstrates contrasting and complimentary body shapes,	1.1.5.A.4

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	body patterning, weight sharing, counter balance and motion.	
<b>16</b>	Demonstrate improvised solo movement sequences that communicate a theme derived from props or artwork.	1.1.5.A.3
<b>17</b>	Create and perform group movement sequences that incorporate a theme inspired by media or technology.	1.1.5.A.3
<b>18</b>	Perform age appropriate dance sequences that demonstrate anatomical understanding of flexibility, balance, strength, focus, and coordination (e.g., balance on a central axis, either on relevé or on several body parts such as the hand and knee, hand and foot, hands and shoulders etc.).	1.1.5.A.4
<b>19</b>	Perform dance sequences that demonstrate understanding of kinesthetic alignment, concentration, and focus (e.g., flexion and extension in both parallel and rotated positions using a neutral pelvis and understanding of core control).	1.1.5.A.4
<b>20</b>	Demonstrate strength and flexibility in performance of various techniques, styles and/or dance traditions (e.g., modern, ballet, jazz, tap, world dance etc.).	1.1.5.A.4 and 1.1.5.A.5
<b>21</b>	Demonstrate concentration and direction of focus in performance of various techniques, styles and/or dance traditions (e.g., modern, ballet, jazz, tap, world dance etc.).	1.1.5.A.4 and 1.1.5.A.5
<b>22</b>	Demonstrate understanding of anatomical alignment in the performance of dance phrases from varying styles or traditions (e.g., modern, ballet, jazz, tap, or world dance).	1.1.5.A.4 and 1.1.5.A.5
<b>23</b>	Demonstrate understanding of central and peripheral movement initiation in performance of dance phrases from varying styles or traditions (e.g., modern, ballet, jazz, tap, or world dance).	1.1.5.A.4 and 1.1.5.A.5
<b>24</b>	Demonstrate the difference in weight centering and centers of balance between modern, ballet and jazz dance.	1.1.5.A.4 and 1.1.5.A.5

Code #	NJCCCS
1.1.5.A.1	<p><b>Content Statement:</b> Basic choreographed structures employ the elements of dance.</p> <p><b>Cumulative Progress Indicator:</b> Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.</p>

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1.1.5.A.3	<p><b>Content Statement:</b> Musical and non-musical forms of sound can affect meaning in choreography and improvisation.</p> <p>Determine how accompaniment (such as sound, spoken text or silence) can affect choreography and improvisation.</p>
1.1.5.A.4	<p><b>Content Statement:</b> Compositional works are distinguished by the use of various body movements and sources of initiation (i.e. central, peripheral, or transverse).</p> <p><b>Cumulative Progress Indicator:</b> Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.</p>
1.3.5.A.3	<p><b>Content Statement:</b> Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.</p> <p><b>Cumulative Progress Indicator:</b> Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.</p>
1.3.5.A.4	<p><b>Content Statement:</b> 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.</p> <p><b>Cumulative Progress Indicator:</b> Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p>
1.3.5.A.5	<p><b>Content Statement:</b> Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.</p> <p><b>Cumulative Progress Indicator:</b> Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p>