

NJDOE MODEL CURRICULUM

CONTENT AREA: Dance

GRADE: 6

UNIT #: 3

UNIT NAME: Performing

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Manipulate, create and perform dynamic changes of time (e.g., through sudden vs. sustained action, heightened or diminished intensity via change of tempo from fast to slow or slow to fast, stop action, retrograde etc.) in planned choreographic sequences to alter the narrative or expressive content/purpose of the dance while maintaining the essence of the core phrase.	1.3.8.A.1
2	Demonstrate movement combinations in duple and triple meters, even and uneven rhythms in self, peer and teacher-generated dance phrases.	1.3.8.A.1
3	Execute a variety of locomotor movements with changing shapes, dynamics and pathways and alter the spatial aspects (i.e., levels, patterns, orientation etc.) of planned choreographic sequences to vary the meaning while maintaining the choreographic essence of the core phrase and describe the effects of the modifications.	1.3.8.A.1
4	Modify the use of energy (strong vs. light) and movement dynamics (effort) in planned choreographic phrases as a mechanism for altering the meaning/intent of the core phrase.	1.3.8.A.1
5	Dance with weight shift, transition and flow and control in balance (on two feet, one foot, or other body points) in a variety of dance styles or genres of dance.	1.3.8.A.1
6	Utilize the eight (paired) effort actions (gliding/ floating, dabbing/pressing, slashing/thrusting, pressing/wringing, and flicking/slashing) as choreographic tools for movement invention, and to communicate different varied emotional content and/or implied meaning.	1.3.8.A.1
7	Choreograph and perform a trio, quartet, or quintet where the narrative is derived from a historical event or driven by an interdisciplinary theme (e.g., exploration of the new world, new frontiers in space, man's inhumanity to man) that shows intentional use of two of the three following effort states (i.e., Awake, Rhythm, and Dream) used to communicate the thematic intent.	1.3.8.A.2
8	Demonstrate basic partnering skills in dances that reflect social, historical, and/or political themes.	1.3.8.A.2

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1.3.8.A.1	<p>Content Statement: Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.</p> <p>Cumulative Progress Indicator: Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space and energy.</p>
1.3.8.A.2	<p>Content Statement: Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.</p> <p>Cumulative Progress Indicator: Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.</p>