

Lesson Title	Freeze Dance	Medium	Dance
Curricular Unit	Looking at the Bigger Picture	Lesson #	16

Lesson Goals

Socio-emotional	Looking at the bigger picture
Artistic	Elements of Dance: • energy/force • space • time
Academic	N/A

Lesson Details (45 minutes total)

Opening Routine *To help create routine and sooth anxiety, every class should begin with the same activity. Consider creating an opening routine that allows students to move, incorporates rhythm, and invites students to offer something (a dance move, a clapped rhythm, a silly sound) that is repeated back by either just one other person or by the whole group.*
 Time:

Warm Up Lead routine warm-up
 Time: 6 mins

Lesson Intro Provide students with time to finalize and rehearse their group phrases.
 Time: 10 mins

Brain break *Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.*
 Time:

Main Lesson Provide time to run through the full performance piece a few times to get the hand of the sequence.
 Time: 20 mins
 Congratulate students on their hard work and perseverance up to this point and celebrate with a few rounds of freeze dance or other dance related game.
 Rehearse piece one last time before closing class.

Cool down/Closing *Similar to the opening routine, your closing should be the same activity each day as an expected way to signal the end of the class and transition to what comes next.*
 Time:

Materials

music for class activities

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Looking at the bigger picture	Student was able to understand that current work was part of a greater project	Student was able to demonstrate how the current work was associated with a greater project	Student was able to articulate how the current work supported the greater project
Artistic Skill			
Elements of Dance: • energy/force • space • time	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within either their own works or works of others
Academic Skill			
N/A			