

Lesson Title	Choreographic Development	Medium	Dance
Curricular Unit	Instill Courage	Lesson #	14

Lesson Goals

Socio-emotional	Perspective taking
Artistic	Principles of Dance: • choreography • form • genre • improvisation • style • technique
Academic	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Lesson Details (45 minutes total)

Opening Routine Time:	<i>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.</i>
Warm Up Time: 6 mins	Continue to work on leaps and falls across the floor, adding alternating legs (step, leap R, step, step, leap L). We will also continue working on plies, releve, tendu, etc
Lesson Intro Time: 8 mins	Scarves We will be using scarves as part of the final performance, so they should be introduced in this lesson. We will play a few rounds of freeze dance using the scarves after establishing a few ground rules for how the scarves should be used.
Brain break Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>
Main Lesson Time: 15 mins	Use this class time to really solidfy how the final performance piece will be laid out using the core phrase, any solos or duets, phrase manipulations, etc. Allow a few more moments to discuss how the girls might find the courage needed to go on stage and/or to help one another feel more confident. Collect ideas on paper or whiteboard.
Cool down/Closing Time:	<i>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.</i>

Materials

music, speakers, scarves

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Perspective taking	Students were able to identify what another person may be feeling	Students were able to identify what another person may be thinking	Students were able to identify a way to change the other person's mood
Artistic Skill			

Principles of Dance: • choreography • form • genre • improvisation • style • technique	Students were able to demonstrate a basic understanding and application of the principle	Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson	Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson
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Academic Skill

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	Students were able to express ideas with simplistic language	Students were able to adequately express ideas with a mix of general and precise language	Students were able to effectively express ideas with precise language
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