

| Lesson Title | Emotional Faces | Medium | Dance |
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| Curricular Unit | Identifying Emotions in Others - Facial Recognition | Lesson # | 8 |

Lesson Goals

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|------------------------|---|
| Socio-emotional | Identify feelings in others |
| 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)

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| 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: 8 mins | <p>Introduction to basic dance movements</p> <p>Students will follow along to a dance warm up that includes plies, tendus, degages, and sautes</p> <p>If time allows, continue to work on leaps and falls</p> |
| Lesson Intro Time: 6 mins | <p>Partnering facial expressions</p> <p>Students will partner up and stand facing each other</p> <p>The teacher will say an emotion and the students will have to use their faces and their bodies to express that emotion</p> <p>This will continue for many different emotions</p> <p>The teacher and students will discuss how they knew what each emotion was and will talk about how different emotions are show differently in different bodies</p> |
| 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 | <p>Students will use locomotor movement to show different emotions</p> <p>In a whole group, students will do different locomotor movements that are attached to an emotion that the teacher calls out (joyful skip, sade walk, excited bounce, etc)</p> <p>Students will then break into groups, 1 group will do different movements/emotions, but the teacher will tell them in secret while the 2nd group has to guess the emotion</p> <p>We will continue this with a few emotions/movements and switch groups</p> <p>We will discuss how we could tell what movement/emotions they were portraying</p> |
| 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/speaker

| Lesson Rubric | Developing (1) | Adequate (2) | Excellence (3) |
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| Social/Emotional Skill | | | |
| Identify feelings in others | Students were able to use a generic word to describe another person's feelings (good or bad) | Students were able to use a broad feeling word to describe another person's feelings (ie. happy, sad, mad, excited, scared) AND/OR provide context clues that led to their understanding of the other person's feelings | Students were able to use a specific feeling word to describe another person's feelings (ie. anxious, exhilarated, confident, hopeful, distrustful) AND provide an explanation for how they determined the other person's feelings |
| 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 |
| 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 |