

Lesson Title	2/3 of the Way There!	Medium	Dance
Curricular Unit	Reframing Obstacles	Lesson #	10

Lesson Goals

Socio-emotional	Reframing obstacles
Artistic	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
Academic	Choose words and phrases for effect.

Lesson Details (45 minutes total)

Opening Routine 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>
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Warm Up Time: 6 mins	Lead routine warm-up
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Lesson Intro Time: 10 mins	Invite a few students to teach 4 counts of their choreography to the rest of the class. Students can move through the counts a few times before allowing another student to present 4 counts of their choreography.
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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>
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Main Lesson Time: 20 mins	<p>Spend a few minutes reviewing the original learned phrase with everyone. Invite students to immediately tack on their phrases following the original phrase to try it out. Remind them to consider how to move together in different directions in a safe way.</p> <p>Invite the students to consider the feedback they received in the last class regarding their phrases and ask what, if any, changes they will make.</p> <p>Allow students more practice time again before rehearsing as a group again.</p> <p>Provide time for reflection at the end of the class. Are students feeling more comfortable with their phrases? How does the challenging movement/phrase feel now that they have had so much time to work with it? What is their favorite part of the whole piece so far?</p>
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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>
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Materials

music for class activities

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Reframing obstacles	Student was able to identify obstacles to success	Student was able to identify obstacles to success and create a new plan alongside the teacher	Student was able to identify obstacles to success and create a new plan independently
Artistic Skill			

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	Students were able to minimally apply the required skills necessary to the project.	Students were able to apply most of the required skills necessary to the project.	Students were able to apply all of the required skills necessary to the project.
Academic Skill			
Choose words and phrases for effect.	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