

Lesson Title	Things Alike (Extended)	Medium	Dance
Curricular Unit	Identify Shared Values	Lesson #	12

Lesson Goals

Socio-emotional	Identify shared values and differences
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	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	<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>
Time:	

Warm Up	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
Time: 6 mins	

Lesson Intro	Things alike
Time: 8 mins	Student will continue to work on what we learned in the previous class through movements that are alike. We will dance through our phrases again trying to remain in unison. We will then break up into smaller groups and each group will come up with a mini phrase (8-16 counts) that has to do with one thing they all share in common. The girls will be challenged to use our choreography and free play to bring forth new ideas based on their current feelings and their shared experiences.
Brain break	<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	Developing choreography
Time: 15 mins	The students will continue with the ideas of unity, community, and shared values discussed in the last class. We will try to expand these ideas and phrases in order develop our choreography further. We will use both our core phrase and the individualized movements created in the previous class and blend them together into a unified phrase
Cool down/Closing	<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 and speakers

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
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Social/Emotional Skill

Identify shared values and differences	Students were able to identify physical likenesses and differences between themselves and others	Students were able to identify similar values they shared or identify differences beyond physicality	Students were able to identify ways in which they appreciated differences between themselves and others
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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.
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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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