

Lesson Title	Moving Emotions	Medium	Dance
Curricular Unit	Identifying Emotions - Emotional Literacy	Lesson #	3

Lesson Goals

Socio-emotional	Identify feelings in others
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 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>
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Warm Up Time: 6 mins	<p>Pass the rhythm and movement (extended)</p> <p>Standing in a circle, the teacher will begin by creating a simple rhythm or movement using their body that they will pass to someone else in the circle using eye contact.</p> <p>That person will then repeat the phrase and add more, then continue to pass it to another person in the circle who has not yet received it.</p> <p>This will continue until every student in the circle has received the sequence, repeated it, added to it, and passed it along.</p> <p>This is meant to be done quickly.</p>
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Lesson Intro Time: 8 mins	<p>Moving Emotions</p> <p>Students will identify different emotions we feel daily and how they effect our body language (sad, happy, angry, etc)</p> <p>Students will move across the floor (basic locomotor movements, ie walk, hop, slide, skip, leap) in their own way demonstrating how our bodies move when we are feeling these emotions.</p> <p>The teacher will discuss how some emotions could look different on different bodies and how important body language is to understanding how someone is feeling.</p> <p>Students will review phrase from last week.</p>
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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: 15 mins	<p>Students will continue to work on the movement phrase from last class.</p> <p>Students will then pick one emotion at a time from the emotion color wheel and use that emotion to manipulate the movement.</p> <p>Students will go through 3-5 different emotions and work as a group to demonstrate that emotion through the known phrase material.</p> <p>Students will be asked how the different emotions change the movement.</p>
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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, speaker, emotion color wheel

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
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			
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			
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