

Lesson Title	Feedback Session #3	Medium	Dance
Curricular Unit	Accepting failures and criticism positively	Lesson #	14
Lesson Goals			
Socio-emotional	Accepting failures and criticism positively		
Artistic	Describe works in the arts comparing similar and contrasting characteristics		
Academic	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
Lesson Details (45 minutes total)			
Opening Routine	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.		
Time:			
Warm Up	Lead routine warm-up		
Time: 6 mins			
Lesson Intro	Allow groups to review their across the floor phrases. Invite one group to teach the others their phrase and provide time for students to move through the phrase on both sides.		
Time: 10 mins			
Brain break	Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.		
Time:			
Main Lesson	Allow students a few moments to review their group phrases. Emphasize that it is not important to have finished their phrases, but just to practice what they have created.		
Time: 20 mins	Invite students to once again develop a 3 point rubric that will guide feedback for each group's work. ex. What is a characteristic of "adequate" compared to "excellent"?		
	Allow students a few minutes to review their phrases while thinking about the assessment method.		
	Invite groups to take turns performing for one another.		
	Audience members should consider the other groups' performance phrase based on the created rubric and provide feedback. Additional comments either positive or negative should not be permitted.		
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 for class activities

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Accepting failures and criticism positively	Student was able to identify where they needed further work	Student was willing to accept feedback from peers	Student was able to identify shortcomings and accept feedback in a positive manner
Artistic Skill			

Describe works in the arts comparing similar and contrasting characteristics	Students were able to identify similarities and differences in the use of elements and principles	Students were able to identify similarities and differences in the meanings/feelings	Students were able to identify similarities and differences how the different artists chose elements and principles to convey meaning/feelings
Academic Skill			
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Students were able to express experiences or events through weak use of sensory, concrete, or figurative language	Students were able to express experiences or events through adequate use of sensory, concrete, or figurative language	Students were able to clearly express experiences or events through effective use of sensory, concrete, or figurative language