

Lesson Title	Feedback	Medium	Dance
Curricular Unit	Accepting failures and criticism positively	Lesson #	4

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 Across the floor movements and phrases, providing extra support on the difficult movement or phrase.
 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 Review the phrase from previous classes a few times.
 Time: 20 mins

Thinking about the specific challenging movement or phrase, ask students for ideas on how assess their progress, perhaps creating a 3 point rubric.

Allow students a few minutes to review the phrase or continue to practice the challenging movement while thinking about the assessment method.

Practice the phrase as a whole group for a few times and then break students into small groups to perform for one another.

Audience members should consider the other groups' performance of the challenging movement or 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