

Lesson Title	Group Portrait	Medium	Dance
Curricular Unit	Identifying Emotions - Interoception	Lesson #	6
Lesson Goals			
Socio-emotional	Identify emotions - Interoception		
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		
Academic	Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.		
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	Animal Warm Up		
Time: 6 mins	Students will dance across the floor in 2 lines		
	The teacher will prompt the students with a specific animal and the students will dance across the floor moving like that animal		
	We will go back and forth across the floor several times		
Lesson Intro	Targeted body movements		
Time: 8 minutes	Students will discuss how our body reacts to different emotions (body language) We will talk about how our bodies react when we're sad, angry, excited, etc		
	Standing in 2 lines facing the teacher, students will follow along in isolated body warm ups to understand all of the ways different parts of the body can move (shoulders, wrists, hips, ankles, neck, etc)		
	The teacher will demonstrate moving these parts of the body BIG and SMALL and how the whole body can move as one but also how each part can be isolated		
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**

Time: 15 mins

Group portrait

Building off of last lesson, we will continue to work on the movement phrase we started again discussing how/where/why our bodies react the way they do with different emotions.

After students are comfortable with the dance we will work on manipulating the phrase using choreographic tools such as retrograding, speed variation, and effort/shape.

We will discuss how changing the dance effects the emotion behind each movement

We will circle back to how we originally came up with our movement phrase and emphasize the importance of body language and knowing why our body feels a certain way while we feel different emotions.

**Cool down/Closing**

Time:

*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.*

**Materials**

music, speaker

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
<b>Social/Emotional Skill</b>			
Identify emotions - Interception	Students were able to express that emotions can change the way their body feels	Students were able to identify a general area in their body where they may feel an emotion (ie. feel love in their heart, feel nervous in their belly)	Students were able to express their emotional bodily sensations as metaphors (ie. butterflies in the belly, cactus needles under their skin)
<b>Artistic Skill</b>			
Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	Students were able to identify the general emotion or meaning behind the work of art -OR- students were able to apply a general sense of emotion or meaning behind their artwork	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork through description of context clues	Students were able to identify the emotion or meaning behind the work of art -OR- students were able to apply an emotion or meaning behind their artwork and explain how and why the artwork conveys emotions/feelings
<b>Academic Skill</b>			
Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	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