

Lesson Title	Everybody Dance Now	Medium	Visual Arts
Curricular Unit	Setting Personal Goals	Lesson #	8
Lesson Goals			
Socio-emotional	Setting personal goals		
Artistic	Principles of Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony		
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 Time:	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.		
Warm Up Time: 12 mins	Have students pick a new free drawing from their bingo card.		
Lesson Intro Time:	Combine with warm up		
Brain break Time: 3-5 minutes	Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.		
Main Lesson Time: 20 mins	<p>Ask students for suggestions of personal goals for themselves regarding their self-portraits. Knowing this will be a challenging project, invite them to think about how they will manage any feelings of stress or frustration as it comes up. What goals can they set for themselves that might address these feelings?</p> <p>Provide each student with a mirror and paper and pencil. Lead them through the same process of mapping out their faces proportionally as in the last lesson, but invite them to really look at their own features and try to draw each feature as they see it in the mirror.</p> <p>Provide additional brain break to keep students from becoming too frustrated.</p>		
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			
mirrors, paper, pencil			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Setting personal goals	Students were able to identify a goal	Students were able to identify a goal and develop a plan	Students were able to take steps towards achieving the plan
Artistic Skill			

Principles of Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony	Students were able to demonstrate a basic understanding and application of the principle	Students were able to demonstrate a good understanding and application of the principle or principles used in the lesson	Students were able to demonstrate an exceptional understanding and application of the principle or principles used in the lesson
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