

Lesson Title	Dance, Dance Resolution	Medium	Dance
Curricular Unit	Reframing Obstacles	Lesson #	15

Lesson Goals

Socio-emotional	Reframing obstacles
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	Choose words and phrases for effect.

Lesson Details (45 minutes total)

Opening Routine Time: *Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.*

Warm Up Time: 6 mins
Lead routine warm-up

Lesson Intro Time: 10 mins
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.

Brain break Time: *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
Spend a few minutes reviewing the performance piece as crafted so far. Does everyone remember the order they performed their individual phrases in?

Invite the students to consider the feedback they received in the last class regarding their phrases and ask what, if any, changes they will make.

Allow students more practice time again before determining how to incorporate the group phrases into the performance piece.

Provide time for reflection at the end of the class. How did it feel to work as a group? What was the hardest part? What was fun?

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 for class activities

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Reframing obstacles	Student was able to identify obstacles to success	Student was able to identify obstacles to success and create a new plan alongside the teacher	Student was able to identify obstacles to success and create a new plan independently
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

Choose words and phrases for effect.

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