

Lesson Title	Group Portrait	Medium	Dance
Curricular Unit	Identifying Emotions - Interoception	Lesson #	5

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 Time:	<i>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.</i>
Warm Up Time: 6 mins	<p>Students will be introduced to the contrast between leaping and falling and how to go from one to the next safely. Students will go across the floor in a pattern of leaping, falling, and freezing. (ie leap, leap, fall, freeze leap, leap, fall, freeze leap, leap, fall, freeze)</p> <p>We will discuss how they feel to leap and then fall.</p>
Lesson Intro Time: 12 mins	<p>Trust walk</p> <p>Students will partner up and take each other through a trust walk</p> <p>One partner will have their eyes closed while the other partner directs them through the space.</p> <p>Students will create a scenario (animals in the wilderness, zoo animals who escaped the zoo, aliens exploring earth for the first time, etc).</p> <p>In this scenario, they will go on an exploration and the person with their eyes closed will discuss how they are feeling having their eyes closed. Students will do this with and without talking as well as with and without music</p> <p>We will discuss as a group how it feels to walk with eyes closed and where in our bodies we feel these things. Why do we feel that way?</p>
Brain break Time:	<i>Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.</i>

Main Lesson

Time: 15 mins

Self portrait/group portrait

Students will pick three different emotions as a group and we will discuss things that we do that make us feel those different emotions.

Once we have a list of a bunch of different activities we will begin talking about how/why our bodies act as we are feeling these emotions while doing those activities

We will then explore how we can move our bodies while doing those activities and feeling those emotions

Really pin down the emotion and go further in depth on how/where/why our bodies react while feeling that way

We will begin to create a movement phrase based on the way our bodies move during the activities chosen

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 and speaker

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Identify emotions - Interoception	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)
Artistic Skill			
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
Academic Skill			
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