

Lesson Title	Moving into Action	Medium	Visual Arts
Curricular Unit	Calming Technique: Movement	Lesson #	8
Lesson Goals			
Socio-emotional	Impulse control: Demonstrate calming technique		
Artistic	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.		
Academic	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
Lesson Details (45 minutes total)			
Opening Routine	<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>		
Time:			
Warm Up	Jumping Contest: Challenge students child to a jumping contest to see who can jump highest, longest, fastest, or slowest.		
Time: 5 mins			
Lesson Intro	Explain to students that movement can invoke mindfulness, clear your head, and release stress. Ask students what kind of movement activities they may engage in to help calm themselves. Let students share their ideas.		
Time: 5 mins			
Brain break	<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>		
Time:			
Main Lesson	1. Introduce Futurism: an artistic and social movement that originated in Italy in the early 20th century. It emphasised speed, technology, youth, and objects such as the car, the airplane, and the industrial city.		
Time: 25 mins			
	2. Show students the following paintings: <i>Dynamism of a Dog on a Leash</i> by Giacomo Balla and <i>Dancer in Pigalle</i> by Gino Severini. Ask students the following questions: What is going on in the painting? How does the artist depict movement? Can creating directional lines create the effect of movement?		
	3. Ask students to choose a movement that helps calm them like dancing, walking, drinking water, or breathing.		
	4. Demonstrate how to create the effect of movement using line for the action of dancing.		
	5. Allow students to create a simple painting that incorporates their selected movement.		
Cool down/Closing	<i>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.</i>		
Time:			



Materials

canvas or multimedia paper, black acrylic paint, white acrylic paint, red acrylic paint, paintbrushes

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Impulse control: Demonstrate calming technique	Students were able to demonstrate calming technique with prompting from teacher	Students were able to demonstrate calming technique using strategies demonstrated by the teacher	Students were able to independently demonstrate calming techniques
Artistic Skill			

<p>Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.</p>	<p>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</p>	<p>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</p>	<p>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</p>
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Academic Skill

<p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Students were able to express ideas with simplistic language</p>	<p>Students were able to adequately express ideas with a mix of general and precise language</p>	<p>Students were able to effectively express ideas with precise language</p>
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