

<b>Lesson Title</b>	<b>Listening Hearts</b>	<b>Medium</b>	<b>Dance</b>
<b>Curricular Unit</b>	<b>Reframing Obstacles</b>	<b>Lesson #</b>	<b>17</b>

**Lesson Goals**

<b>Socio-emotional</b>	Exercise prosocial behaviors that benefit others
<b>Artistic</b>	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
<b>Academic</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.

**Lesson Details (45 minutes total)**

<b>Opening Routine</b> 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>
<b>Warm Up</b> Time: 6 mins	Continue to work on leaps and falls across the floor, adding alternating legs (step, leap R, step, step, leap L). We will also continue working on plies, releve, tendu, etc
<b>Lesson Intro</b> Time: 8 mins	Viewpoints continued  Use the same process as last class, but break the students into two groups.  One group will move through the space while reacting to the scenario being read aloud while the other group will act as an audience.  Before switching groups, the audience can share with the performing group moments or movements they felt reflected the emotions of the scenario well.
<b>Brain break</b> 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>
<b>Main Lesson</b> Time: 15 mins	Rehearse the performance piece several times, allowing for any last minute clean up.  Allow time for a round or two of a fun dance game like freeze dance.  Remind the students of the many ways they can find courage to perform in the upcoming show.
<b>Cool down/Closing</b> Time:	<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>

**Materials**

music, speakers, scarves

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
Social/Emotional Skill			

Exercise prosocial behaviors that benefit others	Students were able to demonstrate ways to alert a helper when another person was hurt or in danger	Students were able to demonstrate ways to offer comfort to someone who is hurting AND/OR encourage safe behaviors	Students were able to demonstrate ways to directly address the person who caused the harm in a safe manner
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### 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
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### 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
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