

<b>Lesson Title</b>	<b>Celebrate Along the Way</b>	<b>Medium</b>	<b>Dance</b>
<b>Curricular Unit</b>	<b>Looking at the Bigger Picture</b>	<b>Lesson #</b>	<b>6</b>

**Lesson Goals**

<b>Socio-emotional</b>	Looking at the bigger picture
<b>Artistic</b>	Elements of Dance: • energy/force • space • time
<b>Academic</b>	N/A

**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	Lead routine warm-up
<b>Lesson Intro</b> Time: 10 mins	Across the floor movements and phrases, providing extra support on the difficult movement or phrase.
<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: 20 mins	<p>Review learned phrase a few times. Share that this phrase will be part of the performance piece to be performed at the end of the session for friends and family.</p> <p>Congratulate students on their determination to learn the challenging movement or phrase and celebrate with a few rounds of freeze dance or other dance related game.</p> <p>Rehearse piece one last time before closing class.</p>
<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 for class activities

<b>Lesson Rubric</b>	<b>Developing (1)</b>	<b>Adequate (2)</b>	<b>Excellence (3)</b>
<b>Social/Emotional Skill</b>			
Looking at the bigger picture	Student was able to understand that current work was part of a greater project	Student was able to demonstrate how the current work was associated with a greater project	Student was able to articulate how the current work supported the greater project
<b>Artistic Skill</b>			
Elements of Dance: • energy/force • space • time	Students were able to successfully mimic the element as demonstrated by the instructor	Students were able to demonstrate requested elements without supplied example	Students were able to identify elements within either their own works or works of others
<b>Academic Skill</b>			
N/A			