

Lesson Title	Move Along	Medium	Music
Curricular Unit	Calming Technique: Movement	Lesson #	8
Lesson Goals			
Socio-emotional	Impulse control: Demonstrate calming technique		
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	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		
Lesson Details (45 minutes total)			
Opening Routine	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.		
Time:			
Warm Up	Play a few rounds of freeze dance. Anyone who gets "out" (moves after the music stops) is invited to stop the music next.		
Time: 5 mins			
Lesson Intro	Share with students that today's class will continue to practice things that help us to calm down when we are feeling stressed. Ask about what method was practiced in the last class. Share that today we will practice using movement as our calming method.		
Time: 5 mins			
Brain break	Choose a brain break in the moment. Brain break used will determine whether the energy of the room becomes energized, calmed, or focused.		
Time:			
Main Lesson	1. Either clap a rhythm or play one on the frame drum.		
Time: 20 mins	2. Invite a student to create a simple movement to go with that rhythm. Ask everyone to try the movement out while playing the rhythm.		
	3. Repeat this a few times with different rhythms. After each new rhythm/movement combinations, review the others.		
	4. Once the movement phrases are easily recalled with each rhythm, begin to play around with volume and tempo.		
	5. Close the activity with a quick emotion check in. How did they feel at the beginning of class? How did moving around make them feel? Did anyone notice they felt more or less stressed while they were moving around?		
Cool down/Closing	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.		
Time:			

Materials

frame drum, songs for freeze dance

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			

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			
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	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