

Lesson Title	No More Hurdles	Medium	Dance
Curricular Unit	Reframing Obstacles	Lesson #	5

Lesson Goals

Socio-emotional	Reframing obstacles
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	Choose words and phrases for effect.

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	Lead routine warm-up
Lesson Intro Time: 10 mins	Across the floor movements and phrases, providing extra support on the difficult movement or phrase.
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: 20 mins	<p>Review the learned phrase a few times.</p> <p>Invite the students to consider the feedback they received in the last class regarding the challenging movement or phrase and ask how they might reconsider their approach to learning that given the feedback.</p> <p>Allow students more practice time again before rehearsing as a group again.</p> <p>Provide time for reflection at the end of the class. Are students becoming more comfortable with the challenging movement or phrase? Who is feeling more confident?</p>
Cool down/Closing 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

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Reframing obstacles	Student was able to identify obstacles to success	Student was able to identify obstacles to success and create a new plan alongside the teacher	Student was able to identify obstacles to success and create a new plan independently
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			
Choose words and phrases for effect.	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