

Lesson Title	Moving with Intention	Medium	Drama
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 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: 10 mins	Have students mill around the room, filling up the space, changing pace, changing direction, being aware of other people but not touching them. Have them move around with different parts of the body leading/informing their movement. Example: "become aware of your nose. Let your nose lead you around the room. Follow it wherever it goes!"		
Lesson Intro Time: 10 mins	Start a dicussion about how the way in which we carry ourselves can affect how we feel. "If we're standing slouched and bent over, how does it feel? When we stand with our chest up? In a ball?" Take them through how the way in which we move affects our emotions. Have them mill about the room, moving with different tempos, shapes, gaits, etc, noticing how their bodies feel in these positions. What are shapes that make you feel good? Uneasy?		
Brain break Time: 3-5 mins	<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: 10 mins	<p>Invent a creature</p> <ol style="list-style-type: none"> 1. Invite students to imagine a creature unlike any seen before. Give them ample time to really think about what the creature looks like and how its physical characteristics are different from their own. 2. Invite them to begin moving through the space as if they were that creature. How would that creature walk? Run? Jump? Would it move fast or slow? Could it move for a long time or only a very short time? Offer a few suggestions to invite students to re-imagine the movement given different scenarios. 3. Discussion questions: How did it feel to be your creature? What made it easy to move like your creature or what was challenging? While you were moving as your creature, did you notice any particular feelings or emotions that your creature might have been experiencing? 		
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			
none			
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

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

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
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