

Lesson Title	Things Different	Medium	Dance
Curricular Unit	Identify Shared Values/Identify Differences	Lesson #	13
Lesson Goals			
Socio-emotional	Identify shared values and differences		
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	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.		
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	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		
Time: 6 mins			
Lesson Intro	Things Different		
Time: 8 mins	We will work on the same type of routine we did for things that are alike, except we will change to things that are different.		
	We will discuss community and how things in our community are different from each other. We will then work through our core phrase one movement at a time and have each student change the movement to the way their body wants to move.		
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	Choreographic development		
Time: 15 mins	We will rehearse the core phrase before allowing students to move off to work on the phrase on their own. They should be encouraged to manipulate the phrase slightly to feel more comfortable or more in tune with their current emotion.		
	Allow time to share phrase manipulations with the rest of the class.		
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			
music and speaker			
Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			

Identify shared values and differences	Students were able to identify physical likenesses and differences between themselves and others	Students were able to identify similar values they shared or identify differences beyond physicality	Students were able to identify ways in which they appreciated differences between themselves and others
<b>Artistic Skill</b>			
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.
<b>Academic Skill</b>			
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	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