

Lesson Title	Mirroring	Medium	Dance
Curricular Unit	Identifying Emotions in Others - Wearing Another's Shoes	Lesson #	9

Lesson Goals

Socio-emotional	Identify feelings in others
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 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: 8 mins	<p>Introduction to basic dance movements</p> <p>Students will follow along to a dance warm up that includes plies, tendus, degages, and sautes</p> <p>If time allows, continue to work on leaps and falls</p>
Lesson Intro Time: 6 mins	<p>Group Mirroring</p> <p>Students will stand in a circle all together and 1 at a time will have the change to lead the rest of the students in a "follow along" mirroring dance. The student leading will beging moving their body however they want and the rest of the students will mirror what the lead is doing in their own body.</p> <p>Every student will get a turn to lead the group.</p> <p>We will discuss how it feels to move in a way that feels good for someone else.</p>
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: 15 mins	<p>Individual Phrases</p> <p>We will review all of the core phrases created in the last couple of weeks and expand upon them.</p> <p>Every student will then take material from all of the different phrases and create their own, based upon their emotions at that moment.</p> <p>They will also change/add tempo, levels, dynamics, repetition, rhythm, etc.</p> <p>We will show the individual phrase and each student will explain what they changed in their dance, the emotion they used, and why they made the choices that they did.</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 and speaker

Lesson Rubric	Developing (1)	Adequate (2)	Excellence (3)
Social/Emotional Skill			
Identify feelings in others	Students were able to use a generic word to describe another person's feelings (good or bad)	Students were able to use a broad feeling word to describe another person's feelings (ie. happy, sad, mad, excited, scared) AND/OR provide context clues that led to their understanding of the other person's feelings	Students were able to use a specific feeling word to describe another person's feelings (ie. anxious, exhilarated, confident, hopeful, distrustful) AND provide an explanation for how they determined the other person's feelings
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			
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