

## Arts Ed. Lesson Plan - March 20

Subject/Grade: Arts Ed./grade 1		Lesson Title: Dance Telephone	Teacher: Ms. Akrigg
Stage 1: Identify Desired Results			
Outcome(s)/Indicator(s):			
CP1.2 - Create short dance phrases using the elements of dance including: actions (locomotor and non-locomotor), body (whole and parts), dynamics (different ways of moving), relationships (explore variety), space (awareness of pathways, levels, sizes, shapes).			
b. Connect movements from dance explorations to create short dance phrases.			
j. Identify own and peers' use of the elements in the dance-making process.			
CR1.1 - Demonstrate understanding that the arts are a way of expressing ideas.			
e. Share thoughts and feelings evoked by works of art.			
CH1.1 - Describe the arts and cultural traditions found in own home and school community.			
c. Demonstrate awareness that people from various cultures create artistic products and presentations as an important part of their heritage			
Key Understandings: ('I Can' statements)		Essential or Key Questions:	
I can Follow dance moves that my peers made.		How do dancers make patterns with their bodies?	
I can connect movements together to make a short dance.		How can we put our movement patterns to music?	
I can make up a dance move to go along with a sequence.			
Prerequisite Learning:			
- Basic knowledge of what a pattern is (something that repeats at least 3 times).			
- This will be taught at the same time as the patterns unit in math so the idea of patterns will be fresh in their minds.			
Instructional Strategies:			
- Student-centered			
- Direct learning from slideshow			
- Indirect learning from development activity			
Stage 2: Determine Evidence for Assessing Learning			
Formative			
- Did the students answer the closure questions with deep thinking and self-reflection?			
- Observational: the students showed understanding and was able to follow along with dance moves			

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<b>Stage 3: Build Learning Plan</b>			
<b>Set (Engagement):</b> <b>min</b> <i>(Cultural/historical)</i> <ul style="list-style-type: none"> <li>- Use prepared slide show:  <a href="https://docs.google.com/presentation/d/13v6XnAVjDJcwRrs68eaT0XNC9u_p1HP8PLTcGb3HH8g/edit?usp=sharing">https://docs.google.com/presentation/d/13v6XnAVjDJcwRrs68eaT0XNC9u_p1HP8PLTcGb3HH8g/edit?usp=sharing</a> to educate students on the history of dance (“dance has been around for a long long time. A lot of dances follow patterns.” and then go through slide show)</li> </ul>		<b>Length of Time: 5</b>	
<b>Development:</b> <b>min</b> <i>(Creative/productive)</i> Dance Telephone: <ol style="list-style-type: none"> <li>1. Give students examples of dance moves that they can do for inspiration and guidance as to what you are expecting from them (ex: Throw hands up in air and jump then touch the ground, do the wave with your arms, kick one foot forwards and then to the side, other small dance moves like this that are simple yet showcase different parts of the body)</li> <li>2. Choose 4-5 students to come to the front of the class to make up a dance move (each student will get a turn so make sure you plan time accordingly as to not leave students out)</li> <li>3. (This will happen in front of the other students as well) The first student will perform one dance move, and then the second student will add on to that with their own dance move and so on. The rest of the class will be following along with the dance sequence. (teacher should be doing dance moves too)</li> <li>4. Once all 4-5 students have added to the sequence, put on music and guide students in performing the 4-5 dance moves that the other students made up multiple times so as to make a pattern. (you do not have to do this dance for the whole song, just repeat steps about 3-4 times)</li> <li>5. Pick the next group of students and repeat</li> </ol>		<b>Length of Time: 10</b>	
<b>Learning Closure:</b> <b>min</b> <i>(Critical/Responsive)</i>		<b>Length of Time: 5</b>	
		<b>Materials/Resources:</b> <ul style="list-style-type: none"> <li>- Computer and smart board to project slideshow.</li> <li>- Adequate amount of space so students can spread out.</li> </ul>	
		<b>Possible Adaptations/Differentiation:</b> <ul style="list-style-type: none"> <li>- If students need more time to understand and perform dance patterns, you can lengthen the amount of time for the lesson.</li> <li>- If there is a student with a physical disability, like being in a wheelchair for example, have the class focus on arm dance moves so everyone is included.</li> <li>- You could also have students stand in a circle to do this activity as well if students are having trouble seeing the dance moves being shown at the front of the classroom.</li> </ul>	
		<b>Management Strategies:</b> <ul style="list-style-type: none"> <li>- Keep class on task</li> <li>- Don't allow the discussions to drag on</li> <li>- 1, 2, 3 eyes on me</li> <li>- Clapping rhythm repeat sequence</li> </ul>	
		<b>Safety Considerations:</b> <ul style="list-style-type: none"> <li>- Is the space big enough that the students will not bump into each other?</li> </ul>	

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Stage 1: Identify Desired Results			
Ask student these questions: 1. How does dancing make you feel? 2. Was following the patterns easy or hard? 3. Did you like making up your own moves or following your friends' moves better? Put desks back in proper positions if moved to make room			
Stage 4: Reflection			