LESSON CONTENT TITLE
GRADE LEVEL(S)

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THEME FOCUS:___________________________________________________

MAJOR ARTS CONCEPTS ADDRESSED:
Dance Spatial Elements—
    Place (self space/general space)
    Size and range of movement
    Level (low through high)
    Direction (front, back, side, up, down)
    Pathway (curved, straight)
    Design
    Focus (singular)

Body
    Identification of parts
    Basic shapes (straight, curved, twisted)

INTELLIGENCES FOCUS:
Spatial/visual
Kinesthetic
Intrapersonal

BLOOM’S TAXONOMY
Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

NATIONAL STANDARDS ADDRESSED: DANCE
Grades K-4
Content Standard #1: Identifying and demonstrating movement elements and skills in performing
dance: a,b,c,d,e,g,h

NY STATE STANDARDS ADDRESSED: (Write the component and specifics.)
Dance—Elementary Level
Standard 1: Creating, Performing and Participating in the Arts
    Addresses all performance indicators
Standard 3: Respond to and Analyzing Works of Art
    Addresses both performance indicators

NDEO STANDARDS (according to age): Located on Angel/NDEO website
LESSON OBJECTIVE—
The student will:

ADVANCE ORGANIZER
Materials and Resources (Be specific)

Teacher Preparation
Cue music in advance of the lesson. Identify space if class spaces vary.

Vocabulary Listing
Body part words—fingertips, hands, wrists, forearms, elbows, arms, shoulders, nose, eyes, torso, legs, knees, ankles, toes, tummies, hips.
Body shaping words—stretched, bent, curved, twisted, extend, straight
Space words—personal space, general space, size, focus, circles, lines, around, straight, around, in front of, next to, over, forward, behind, low, medium, high, tiny, large, arc, close, big, small
Dance words—port de bra, reverse, transition, partner, performers, audience

Safety Considerations
Call attention to safely working with a partner.

DETAILS OF INSTRUCTIONAL ACTIVITY

Introduce the main topic:
Identify the topic, objectives, and standards. Teach vocabulary for the lesson.

Explore topic:
Use guided exploration to engage with the main topic, and use other elements as helpers to support lesson development.

View topic:
Introduce an example by selecting a slice of dance that exemplifies artistic use of levels or lesson topic. Identify it and guide student viewing with no more than three viewing questions prior to viewing.

Compose using topic:
Engage students with dance-making; focus on lesson topic as a platform for exploring and establishing movement motifs.

Show topic:
Have students show the dance by performing the work for facilitated peer critique and comment. Use this time to teach students how to see dance and how to read it.

Evaluate topic:
Conduct the critiquing phase by providing an opportunity for students to receive constructive aesthetic feedback from peers and teachers. Help students come to understand the art of inquiry when viewing a dance work.
Reflection on topic:
Review and relate to the impact of the lesson and its value. This is a time for informal assessments, occasional in-class journaling, and other reflective exercises or activities.

ASSESSMENT

A Sample Rubric for Creating and Performing Dance

<table>
<thead>
<tr>
<th>Criteria for Evaluation</th>
<th>Points (2 max. for each section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Partners accurately followed composition sequence</td>
<td></td>
</tr>
<tr>
<td>2. Beginning shape was connected &amp; displayed straight and curved lines</td>
<td></td>
</tr>
<tr>
<td>3. Writing/dancing displayed contrast in size, level, and a broad use of general space.</td>
<td></td>
</tr>
<tr>
<td>4. Partners were considerate of each other in the partner dance.</td>
<td></td>
</tr>
<tr>
<td>5. Dancers used strong focus in the ending section of the dance.</td>
<td></td>
</tr>
<tr>
<td>Total Points (maximum 10)</td>
<td></td>
</tr>
</tbody>
</table>

2 = unique and exemplary evidence of work
1 = satisfactory accomplishment; some details and refinement still needed
0 = no evidence of work

IDEAS FOR FURTHER DEVELOPMENT
Suggests a curricular link to the lesson previously taught and expands the knowledge presented but in a deeper, more complex way.

For example: After exploring the “five body shapes of pin, ball, wall, spiral and tetrahedron,” introduce students to the concept of shape flow. Have class create compositions contrasting shape and shape flow.