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| **Lesson Title:** Movement **Grade:** 3  **Name:** Kyla Wolfe **Subject:** Arts Education | |
| **Learning Outcomes/Intentions** | |
| **Formal Unit Outcome(s):**  CP3.1 - Generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment (e.g., natural, constructed, imagined) as stimuli.  CP3.2 - Create dance phrases and sequences that demonstrate understanding of the elements of dance including:   * actions (five basic jumps) * body (zones and areas) * dynamics (extremes of speed, duration, varying forces) * relationships (range) * space (create and recall combinations of pathways and directions). | |
|  | **Essential Questions:**  What is movement?  How does moving to music make you feel? |
|  | **Supporting Questions:**  How does your body move?  How does movement relate to dance?  What other ways can we make our body move? |
| **“I can . . .” statements:**  CP3.1 - I can generate a variety of alternatives and solutions in movement explorations (improvisation) using the environment as stimuli.  CP3.2 - I can create dance phrases and sequences that demonstrate understanding of the elements of dance including | |
| **Assessment Evidence** | |
| **Formative Assessments (Assessment for Learning):**  Pre-assessment – In the group discussion use ‘Stoplight’ cue cards while asking questions. Using this tool I can see where all students are at in relation to the question, especially if all students don’t have or want to share/participate in the group discussion.   * RED – stop, I need more clarification, I don’t understand * YELLOW – wait, I am unsure, * GREEN – go, I fully understand, I could explain it, good to move on | |
| **Summative Assessments (Assessment of Learning):**  Final dance group project – video (have a checklist) | |
| **Adaptive Dimensions: Differentiated Learning** | |
| * Have an assessment tools, so I am still able to see how students who don’t like to speak are doing/thinking * Move out of desks for a different environment, go to front foyer of school   **-** | |
| **Instructional Strategies** | |
| * Circle Talk/Discussions | |
| **SAFETY** | |
| Spatial awareness – depending on space available | |
| **Materials** | |
| * Stoplight tool – one for each student | |
| **Learning Plan** | |
| Set:  \*depending on the space  Start the lesson by having the students sit a circle on the floor (might have to move desks)  Have each student hold their stoplight tool – go through how to use it   * RED – stop, I need more clarification, I don’t understand * YELLOW – wait, I am unsure, * GREEN – go, I fully understand, I could explain it, good to move on   Development:  Have a group discussion. Ask questions like:  What do we know about movement? How can we move our bodies? Why do we move? Do you like to move? What are different ways we can move? Is \_\_\_\_\_\_\_\_ an example of moving? What are some other examples of moving?  Give opportunities for students to ask questions and participate in the group discussion  Next, stand up and spread out (go to front foyer)  Then I will lead a quick stretch and warm up to get our bodies moving and our heart beating  Closure:  End the game with a ‘guided’ game of freeze dance. I will call out an action and the students will have to do that until I pause the music. – This is time for me to assess and make notes of what students know and are/aren’t able to do.  Take some deep breathes and go back to the classroom | |
| **Reflection** | |
| Post Lesson: How did the lesson go? What would I change? | |
| Professional Development Goals:  For my first lesson I want to focus on my own confidence and speaking when talking to the students.  I want my cooperating teacher to watch for the sound and steadiness in my voice when talking to the students.  I am clear \_\_\_\_\_\_\_\_\_\_\_\_  The students are able to understand me \_\_\_\_\_\_\_\_\_\_\_\_  I have confidence when speaking \_\_\_\_\_\_\_\_\_\_\_\_ | |