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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):**  During –  Exit Slip  Worksheets – 3 | |
| **Summative Assessments (Assessment of Learning):**  Final dance group project – video | |
| **Adaptive Dimensions: Differentiated Learning** | |
| * Moving out of their desks and into a different space in the class * Having an interactive video of the book projected for all students to see – made the story more interactive and exciting. | |
| **Instructional Strategies** | |
| * Group discussions (this class is very talkative and responds well to this strategy) * Show video of book, rather than reading * Think- pair - share | |
| **SAFETY** | |
| Spatial awareness – depending on space available | |
| **Materials** | |
| * Giraffes Can’t Dance book * Exit slip handout | |
| **Learning Plan** | |
| Set:  Have the students all grab a cushion (they each have their own) and find a spot to sit in the open space in the classroom  Have a quick discussion about the cover of the book Giraffes Can’t Dance  Go through the worksheet options – everyone must complete the worksheet #1 about the story (either during the video or after). Can also do the colouring sheet during the video.  Students have choice of other assignment sheets to complete  Development:  Read the book Giraffes Can’t Dance – play the interactive video (youtube)  When the book is done, turn to the person beside you and discuss what the message of the story was and what they liked or didn’t - think-pair-share  Next have students put their cushions away and head back to their desks  Go through the other sheets and have students choose which ones they want to complete. (Freedom of choice), but must complete at least two sheets that include writing. Give time to work  Closure:  Lastly, have students answer an exit slip: What types of dances are you familiar with? Is there any traditional or important ones in your culture you want to learn/teach us more about? | |
| **Reflection** | |
| Post Lesson: | |
| Professional Development Goals: | |