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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):**   * anecdotal observations and notes * make a move game – watching students and seeing if they use previous knowledge | |
| **Summative Assessments (Assessment of Learning):**  Final dance group project – video  Checklist of requirements for group dance routine | |
| **Adaptive Dimensions: Differentiated Learning** | |
| * Have the videos of the students to watch – rather than having students worry about performing live in front of their class | |
| **Instructional Strategies** | |
| * Using technology * Movement opportunities and breaks | |
| **SAFETY** | |
| Spatial awareness – depending on space available | |
| **Materials** | |
| * Laptop/smart board/projector * Checklist * Speaker | |
| **Learning Plan** | |
| Set:  Before showing the videos, remind students that everyone did great and to cheer on our peers.  Ask the students what the best part about working together with their groups was. Was making up a dance challenging?  Development:  Watch each groups videos – cheering each group on – lots of support  Choose who goes first by using ‘smart student’ popsicle sticks  Closure:  Make sure students fill out their checklist rubric in their duotangs for their dance group  Last piece of writing in journal/exit slip: What did you enjoy most about this movement unit? What was two things you learned? etc  Hand in duotangs for final assessment | |
| **Reflection** | |
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| Professional Development Goals  Last lesson – depending on previous lessons and how the unit is going | |