Lesson Title: Beginning to Move	**Grade:** 3
Name: Kyla Wolfe	**Subject:** Arts Education

Learning Outcomes/Intentions

Arts Education:

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?

Guiding 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
- Check handout in arts education duotang

Summative Assessments (Assessment of Learning):

- Final dance group project (will be recorded to assess)

Adaptive Dimensions: Differentiated Learning

- More than movement - writing task, fine motor skills
- Environment - moving into a different space
- Modelling/Demonstrating
- Including fill in the blank handouts

Instructional Strategies

- Setting guidelines - personal space, respecting our peers, judgment free, etc
- Interactive instruction - discussion
- Experiential learning - movement, simulations, etc

SAFETY

- Space (science/arts room)
- Awareness of other people

Materials

- DR. BEST handout
- Poster or Chart paper of DR. BEST information
- Dance prompt sheets

Learning Plan

Set: 5 mins

- Starting the lesson I will gather the students attention (hands on their head)
- Have the students each grab one pencil and one pencil crayon
- Give instructions on to sit in the floor facing the front and sit quietly until everyone is there and ready
- Then have the students quietly line up at the door and walk to the science/art room

Development: 45 mins

- Once everyone is in the room, have the paper passers hand out the DR. BEST paper
- Share my poster on the board
- Introduce what DR. BEST is. 'Now we are going to learn about different elements of dance. Each day we are going to focus on something different which will help us with our dance routines we are creating.'
- Focus - D and B
- Uncover D and B. Read aloud, have the students fill in the blank and colour the two letters.
- Next everyone put their page on the desk and spread out
- Lead in a warm up - few stretches
- Next work on jumps (5)
- Jump - Two foot takeoff to a two foot landing
- Hop - One-foot takeoff to a landing on the same foot
- Leap - One-foot takeoff to a landing on the other foot
- Sissone - Two-foot takeoff to a one-foot landing
- Assemble - One-foot takeoff to a two-foot landing
- Next move to stations (1-5 hung up on walls)
- Stations to practice each jump and rotate
- Come together and practice each jump with prompts

Closure: 5 mins

- Have everyone come back to the floor and spread out and sit or lay down
- Take deep breaths/meditate for a few mins
- Quietly grab your DR. BEST sheet and walk back to the class
- Put sheet in arts duotang for safe keeping

Reflection
How did the lesson go? What would I change?
Professional Development Goals: