

Designed by: Tori Breen

Course or class: one class period in the dance unit in a middle school phys ed class, 30 students

Date of lesson: post-covid, social distancing and masks not required

Length of lesson: 60 minutes

Materials and resources needed: an object brought from home

Learning Goals: *What will the students learn or be able to do as a result of this lesson?*

Students will practice big travelling movement.

Students will practice small and detailed movement.

Students will practice dance composition.

Assessment: *How you will be able to tell if a student is achieving or making progress towards the Learning Goals? What would you see or hear? What should you look for?*

Students develop repeatable movement material.

Students will be working independently while making their dances, though some talking is okay.

When students share their dance for the second time, I will see juxtaposition of smaller and bigger movement within each student's dance.

Lesson Progression: *Write out the exercises or sequences.*

1. Individual check in 5 min / as students arrive
 - a. Share anything about how you're doing that will help me make the class a good experience for you today
2. Group check in 10 min
 - a. In a standing or sitting circle
 - b. What's the news? Show and tell style
 - i. Show with your body, then tell with your voice in one sentence
 - ii. Can pass if you want
 - c. Share learning goals for class
3. Warm-Up 10 min
 - a. Rolling around on the floor
 - i. Brief follow-along rolling combination (will have been introduced in earlier classes) with emphasis on moving into and out of the floor by changing muscle tone
 - ii. If being on the floor isn't available, practice sinking into a surface (ex the arm of a wheelchair, the seat of a chair, a wall), using a surface to push off of, different levels of tone
 - b. Isolating different body parts
 - i. Head rolls, arm circles, hip circles, foot warm-ups, etc
 1. If any of the suggested body parts aren't available for this movement for a student, offer an alternative and also offer that they can choose any individual body part and try to make rotating or circular motions with it
 - c. Cardiovascular moves
 - i. Jumping, movements with weight in the arms, movements on all fours, locomoting fast, locomoting with mental image of lots of resistance

- d. Bring down the energy using a scale from 1-10, eventually getting to a 1
- 4. Object Dances 25 min
 - a. Come back to a circle, everyone share the object they brought in from home
 - i. Can pass if you want
 - b. Imagine you're describing the object, make two movements
 - c. Imagine you're using the object, make two movements
 - d. Imagine you are the object, make two movements
 - e. String the movements together in any order you want
 - i. Come see me at any point if you have questions or you feel stuck
 - f. Split in half and one half of the class watches while the other dances
 - i. Notice things you might want to incorporate into your own dancing
 - ii. Recommended to watch sitting down, but a student can stand or move in place if they're antsy
 - g. Change your object dance so that at least 2 movements are really big and move around the room and 2 movements are very small and detailed
 - i. Have a couple students demonstrate big movement and small movement
 - ii. Talk about movement being big in how far it travels, how big a shape you make with your body, how much you extend a given body part
 - h. Second showing, same format as the first one
- 5. Closing 10 min
 - a. One or two words about how that went for you
 - i. Or a movement, if physical processing is better
 - b. Unison clap to close class
 - i. Or other sound-making gesture