

Designed by: Tori Breen

Course or class: Dance Pedagogy

Date of lesson: 11/6/2020

Length of lesson: 30 minutes

Materials and resources needed: n/a

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

The students will be introduced to or get more practice with shaking.

Students will be able to identify several possible uses of shaking.

Students will practice releasing muscles.

Students will practice cardiovascular endurance.

Students will practice modulation of effort.

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?*

I will be able to tell students are making progress toward the Learning Goals based on their verbal feedback to me about how they feel and what they notice and by shifts in energy levels across the room over the course of the lesson.

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

1. Introduce the lesson
 - a. I'm going to lead us in a practice that I love and that I do a lot for myself. We're going to shake for a bit.
2. You always have the right and the responsibility to do what you need to do. If shaking feels bad, you can try a softer bounce, a low buzzing, or a floating sensation. I will also say that shaking can bring up a lot of emotions for some people, so please set boundaries for yourself as you need. It can sometimes feel vulnerable or silly, but we'll be doing it together.
3. Close eyes if that sounds good, I'll keep mine open to help with social distancing if necessary.
4. Start shaking at low volume, starting with a vibration in the belly. Talk about many histories of shaking- lots of religious traditions, Gaga, symptom of anxiety, coping tool for anxiety
5. Start to involve whole body in the shake
6. Shaking in vs shaking out
 - a. Identify things to shake in and shake out
 - b. How do those feel different?
7. Shake on different levels
 - a. Lying
 - b. All fours
 - c. Standing
 - d. Play with different relationships to gravity, being off center
8. Increase percentages of effort up to 100
 - a. (or 100% of 60%) ala david dorfman
9. Count down from 10 at max effort, then find stillness and feel vibrations
10. Close the lesson
 - a. Thank you all for doing this with me.

- b. What are your observations? How did it feel?
- c. Take care of yourselves.

Extensions (optional): *If you were to continue teaching this class, how would you build on it? Where would you go next?*

I think duration is very valuable in a shaking practice, so I would build up the time of the lesson.