

University of Florida
ESE 6345
Secondary EPI Lesson Plan

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Grade: 6th-8th Subject: Dance Topic: Critical Thinking & Reflection Date: 3/14/2020

1. Learning Objectives

What standards (national and/or state) is this lesson targeting?

The standard(s) provide the ultimate learning goal that your students are working towards.

DA.68.O.2.1: Create a dance phrase and revise one or more elements to add interest and diversity to the piece.
DA.68.C.1: Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
DA.68.C.2: Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

What are your objectives for student learning in this lesson?

What do you intend for students to learn? What will students be able to do as a result of this lesson? Be sure to think through how the objectives relate to the standards/ultimate goal. Be sure your objective is measurable to guide your evaluation. Simply stating that the student will "KNOW" or "UNDERSTAND" or "COMPLETE A WORKSHEET" will not constitute a well-designed objective.

Objective(s)
Students will be introduced to choreography by successfully creating compositional phrase work with peers using knowledge learned in the lecture.
Students will build their critical thinking, cognitive skills, and show understanding of Laban Movement by creating a short phrase work that implements all elements of Laban movement analysis (BESS) in a short time frame.
Students will understand how to create, view, analyze, give feedback, and appreciate viewing dance and choreography using basic compositional elements learned in the lesson.

2. Evaluation

How will you evaluate the effectiveness of your lesson?

Be sure your assessments DIRECTLY relate to your objectives and will enable you to determine next steps for ALL students.

Informal and/or formative assessment (checking for understanding during the lesson)
<ul style="list-style-type: none">- Frequent check ins during group work- Observation of final work- Observe that phrase work includes elements of BESS- Observe from student feedback that other students noticed BESS as well as other qualities within another group's work- Observe effort in activity/participation- For accommodated students, grade is based on participation.- Feedback Circle

Formal and/or summative assessment (if appropriate)

3. Content Knowledge

What is the underlying content knowledge that you will help the students to understand?

Content taught in this lesson
<p><i>Students will be taught about Laban Movement Analysis (BESS) and the basic tools and elements in dance that create a successful compositional work. I will help the students understand that these are basic tools used in choreography and that it will help them create their own choreographic work. This lesson will allow students to build their critical thinking skills, artistic knowledge, creativity and reflective skills. They will be able to understand basic composition as well as learning to appreciate viewing and evaluating dance on stage in the long run.</i></p>

4. Student Grouping

How will you group students for instruction?	Rationale
<p>Opening</p> <p>1) Class will start off as an entire large group sitting on floor</p> <p>Main Activity</p> <p>2) Break off into small five collaborative groups of 5 (25 students) = 5 groups</p> <p>Closing</p> <p>3) Large group circle</p>	<ul style="list-style-type: none"> The class group allows students to grasp concept together/as a whole during instruction The groups of 5 will allow students to comprehend material better in a small amount of time Large group circle will allow all students to hear feedback from their peers.

5. Activities

There should be clear alignment between your activities, your objectives, your evaluation strategies, and your methods and grouping.

Be sure your outline of activities includes each of the following as appropriate:

- Description of the teaching method (e.g. direct instruction; cooperative learning groups) and the specific activity(ies) planned
- Key questions you will ask during the lesson
- Higher order questions that you plan to ask
- How you will differentiate content, process, and/or products for diverse learners

- How you will use technology to help students achieve the objective
- Accommodations you will make, and for whom
- Strategies you will use to maximize student engagement

Creative Dance Lesson – Introduction to Laban Movement Analysis/BESS

*60-minute course

Step 1: Lecture (Opening) – Duration: 10 mins

- Lecture students on Laban Movement Analysis/BESS (visual) using power-point
- Write identified BESS elements on board/easel as you lecture for students to view. (They will use this later in the activity)
- Ask students to jot down notes if necessary/hand-outs for retention.

Step 2: Guided Warm Up – Duration: 15 mins

- Lead students in a short, high energy warm up that incorporates BESS.
*Affirmations – Repeat after instructor: “I am an artist, I am creative, I will succeed, I will prevail”
*Flocking/Mimic exercise.

Step 3: Activity (Main Activity) – Duration: 15 mins

- Split students into small groups. (25 students / 5 groups of 5)
- Instruct students to find a space in the classroom and work together to create a short phrase work. They must use elements and tools written on the board as a reference. Phrase work must include elements of **body, effort, shape, and space**. They can incorporate **flocking** from the warm-up as well.
- * Remember to remind them of time / observe productivity

Step 4: Showing/Performance – Duration: 15 mins

- Groups will show their short ensemble phrase to the class.
*Create assigned groups to show or pick at random.
- Each group has a minimum of 3 minutes to complete their showings.

Step 5: Feedback Circle (Closing) – Duration: 5 minutes

- Once all groups are finished with their showings, instruct the class to sit in a large but closed circle.
- Once all are seated, circle around the room and ask each student to give feedback on what they have seen/learned.
- To save time, ask students to give one-word replies.
- Affirmations to end the class.

END.

Key questions:

- What elements do you identify in your group/other groups choreography?
- What shapes, trends, elements can you identify in the classroom/real world?
- How can you incorporate these tools (BESS) and elements into your choreography?
- How is everything going? (Check in with groups/individual with accommodated students)
- How does learning about Laban Movement Analysis shape the way you view dance?
- Do you have any questions about the assignment?
- Do you understand the assignment?

Accommodations/Diverse Learners:

- I will make frequent check ins with groups and monitor accommodated student progress, create other forms of feedback for them to comprehend material (handouts/visual/auditory/hands on).

- Accommodated students will be spread out amongst groups.
- There is no exact grading scale, rather, grading is based on participation/effort/feedback.
- Special attention/ Close observation and monitoring / Repeated Instructions for AD/ADHD & ASD students
- Directions included on handout
- Powerpoint will include each section of class in large font for sight impaired and deaf student
- Sight Impaired student will sit at the front of class for lecture and will also receive a handout
- Student in wheelchair is assigned to sit near door in case of emergency
- ASD & AD/ADHD students are graded based on total effort or participation
- Deaf student will be given written handout to interpret and will be monitored if help is needed

Diverse Learners include:

- Sight Impairment in one eye
- Autism Spectrum Disorder (ASD)
- Deaf/Hard of hearing
- Mobility Impairment
- ADD/ADHD

- I will use the computer/Projector to showcase lecture to students.
- I will use the white board to write notes for students to see

Opening:

Be sure to include how you will make the content relevant (connected to real life/authentic experiences).

Time Allowed	I will... <i>*include the teaching methods</i>	Students will...
10 mins	<ul style="list-style-type: none"> • Lecture (Powerpoint) • I spy / Think/Pair/Share • Write student answers on board(visual) • Administer Handouts • Observe for student engagement/comprehension of material 	<ul style="list-style-type: none"> • Students will view lecture • Students will give feedback during ISpy/ Think/Pair/Share Activity • Students must write down notes and (follow along from their handouts) if necessary as I write down notes on the board (for comprehension)
15 mins	<ul style="list-style-type: none"> • Teach Group Warm Up (Flocking Activity) • *Motivation Strategy: Affirmations 	<ul style="list-style-type: none"> • Students will participate in a group warm up that consists of students copying the movement of the instructor. The instructor can change who controls movement. Movement should start from low to high energy. • After Warm up, students will say group affirmation standing in a large circle. <p>Affirmation: *Repeat after instructor “I am an artist,I am creative, I will succeed, I will prevail!”</p>

Materials needed: Computer, Projector, Easel/Whiteboard, Markers, Printer Paper, Pencils/Color Pencils, Kitchen Timer

Main activity or activities:

Time Allowed	I will...	Students will...
15	<ul style="list-style-type: none"> Split 25 students into 5 groups of 5 Affirmations Use Motivational Language during activity by referring to students as “Choreographers” Check Ins with students during activity (assessment) 	<ul style="list-style-type: none"> Students will be instructed to find a space in the classroom with their group and work together to create a short phrase work. They must use elements and tools written on the board as a reference. Phrase work must include elements of body, effort, shape, and space. They can incorporate flocking from the warm-up as well.
15	<ul style="list-style-type: none"> Group students accordingly/Choose showing order Observe for student engagement/comprehension of material (assessment) 	<ul style="list-style-type: none"> Students will be informed on the order at which they show their work. Student groups will show their group phrase work to the class

Materials needed:

Closing: Feedback of students

Time Allowed	I will... <i>*include the teaching methods</i>	Students will...
5	<ul style="list-style-type: none"> Exit Discussion/Feedback (Ticket out the door) = assessment Observe for student engagement/comprehension of material Affirmations Dismissal 	<ul style="list-style-type: none"> Students will be instructed to sit in a large circle Students will give feedback on what they observed about the showings Students will say group affirmation standing in circle <p>Affirmation: *Repeat after instructor “I am an artist, I am creative, I will succeed, I will prevail!”</p>

Materials needed : Computer, Projector, Easel/Whiteboard, Markers, Printer Paper, Pencils/Color Pencils, Kitchen Timer, Printer