

# DEL LESSON PLAN

**TITLE OF THE LESSON:**

**GRADE LEVEL/CONTEXT:**

**GOALS OF THE LESSON:**

**DESIRED STUDENT OUTCOMES:** Students will

Do:

Know:

Understand:

**NATIONAL, STATE or LOCAL DANCE STANDARDS:**

**ASSESSMENTS:** I will measure student learning by:

**MATERIALS/MUSIC:**

## DEL LESSON PLAN FORMAT

**INTRODUCTION OF THEME:**

**WARM – UP:**

**EXPLORATION:**

**DEVELOPMENT:**

**CULMINATION/SHARING:**

**REFLECTION/RELAXATION:**

## **COMPONENTS OF THE DEL LESSON PLAN**

**DESIGNING YOUR LESSON:** As you begin to design your lesson, think about who you are creating this lesson for? Make sure it is age appropriate for your student population. Think about why you are teaching this lesson? How does this lesson connect to the overall curriculum? Is this lesson part of a larger dance unit? Does the lesson build on students' prior knowledge? Remember to embed LMA into your lesson planning.

### **GOAL/S OF THE LESSON:**

Think about the big overarching goal/s of your lesson. Consider what students will be expected to achieve as a result of the instruction? Instructional goals are measured through evidence of student learning, which is documented through various kinds of assessment. Teachers need to be able to articulate what they want students to be able to know, do and understand as a result of the lesson. Remember less is more! Go for depth not breadth!

### **DESIRED STUDENT OUTCOMES**

- **Students will Be Able to Do:** What are the specific skills that students will gain as a result of your lesson/unit?
- **Students will Know and Understand:** What will student know and understand as a result of your lesson/unit?

### **LOCAL, STATE or NATIONAL STANDARDS ADDRESSED:**

Designed at the local, state and national level by experts in the fields of arts education, dance standards outline the basic content and expected achievement level to be attained by students within school dance programs. Standards offer a road map to help dance educators know what students at different benchmark years need to know, understand and do within a comprehensive dance curriculum. Standards guide the delivery of arts education in the classroom and promotes new ways of thinking, learning, and creating that are essential to the field and discipline of dance. If you teach in a public school, you will most likely need to align your lesson plans to dance standards.

**ASSESSMENTS:** Think about how will you measure that learning has taken place?

There are two primary categories of assessment: formative and summative.

### **FORMATIVE ASSESSMENT**

Formative Assessment is ongoing and frequent observation, documentation and reporting of students' achievement of learning outcomes by teachers and students as part of instruction. Formative assessment provides feedback to adjust teaching and learning. When used holistically, formative assessment provides clear learning targets, exemplars of work, descriptive feedback, plus opportunities to revise, self-assess, track learning, and set goals. Formative assessment helps teachers and students know how they are progressing towards the learning goals. Examples of formative assessment include observation, peer review, journal reflection, quizzes, exit tickets, etc.

### **SUMMATIVE ASSESSMENT:**

Summative assessment synthesizes and reports overall progress at the end of a lesson or unit and determines whether or not the student has achieved the learning goals. Examples of summative

## COMPONENTS OF THE DEL LESSON PLAN *continued*

assessments include: final performances of dances, choreographic rubrics, videotaped dances, portfolio and/or final written reflection. Students need to have a clear set of criteria for success in order for them to succeed.

### **MATERIALS / MUSIC:**

List what materials will support your dance lesson. Include any music, reading, video links or other support materials for your lesson.

### **INTRODUCTION OF THEME**

#### **How to decide on a theme:**

- Choose a theme for your lesson that is relevant to the age group you are teaching and matches the learning needs of your students. The theme could be linked to a curricular theme that students are focused on in their academic classes or a dance-centered theme.
- Consider your unit or curriculum when you design a dance lesson. Think about how the lesson supports the goal/s and standard/s you plan to address over the course of your unit or curriculum.
- The introduction frames the learning by explaining the focus of the lesson and briefly reviewing the agenda and goals of the lesson. When appropriate, review the prior lesson and place the lesson within a context. Keep the introduction brief and accompanied by a posted agenda.

### **WARM-UP:**

- The **warm up** is a focusing tool designed to prepare children to dance. It can be a mental or physical warm-up that awakens children to the dance experience and builds a sense of community and common purpose. The warm-up can be set, improvisational or linked to the theme of the lesson/unit.
- Either teacher-led, student-generated or student-led, the warm-up can be done as a whole group or in small groups or in duets. This part of the lesson is a good time to take attendance, gauge the mood of the class and pre-assess students. Dancers need to carefully and mindfully warm-up their bodies to prepare their muscles and minds to move. The teacher can use the warm-up to introduce anatomical principles and encourage healthy alignment.

### **EXPLORATION:**

- In **exploration** the teacher guides the child to explore key elements of the lesson, using LMA (BESR). The teacher can guide the exploration with his or her voice or a dance drum. Exploration is intended to broaden the student's range of movement and is led in a deliberate way to encourage exploration of multiple movement solutions. Exploration encourages students to break out of habitual movement patterns by encouraging a range of responses. Exploration is a reciprocal process in teaching; teachers respond in the moment to what they see in the students' movement, and students respond in the moment to prompts offered by the teacher. Exploration guides students to find their own way of moving while at the same time reinforces a common understanding of specific movement vocabulary and concepts following the LMA framework (BESR).

## COMPONENTS OF THE DEL LESSON PLAN *continued*

### DEVELOPMENT:

- The **development** of the dance lesson is designed to move beyond exploration into dance making. Development of the lesson builds on the prior experiences students have had as a result of the exploration of specific action words, movement concepts, movement sentences and dance phrases. Development sets parameters for the movement content explored and begins to focus on choreographic structures and performance skills. This is a time for students to be challenged to invent variations of their movement material or work collaboratively in a small group to make a dance using LMA. Dance making engages students in the creative process and encourages problem solving, decision-making, collaboration and higher-order levels of thinking.
- Development can begin with performing the movement sentence with a variation or become a longer and more scaffolded learning process, which progresses in stages over the course of several sessions.

### CULMINATION/SHARING/REFLECTION:

- The **culmination** of the lesson brings the learning to a close. This can be as simple as dividing the class in half to perform the movement sentence that was explored and developed during the lesson. Dance is a performing art and hence the **sharing** of dances with an audience is an important component of dance learning. During the culmination of the lesson, students acquire performance skills and learn how to be an audience member. Students gain valuable cognitive skills when they offer feedback (self, peer, group) and use LMA dance vocabulary to observe, analyze, describe and critique movement.
- Teachers should choose a reflection or feedback protocol that is appropriate for their specific student population. Feedback may be recorded in a dance journal and integrated into future revisions of student work. Self-reflection, peer-reflection and group-reflection protocols are essential to include as formative assessment. Feedback and reflection ought to be integrated into the revision process to help students clarify and develop their choreography. The final performance or sharing of a unit can also be a summative assessment.

### RELAXATION:

- Relaxation concludes your lesson. Teachers can link relaxation to the theme of the class by using imagery. Relaxation is a closing ritual that centers the students before they move on to their next activity. The ritual fully ends the lesson and creates a smooth transition to the next experience. Relaxation may focus on gentle or deep stretching, breathing and mindfulness techniques, offer an opportunity to quietly reflect on the dance experience and recuperate one's self from exertion. Relaxation and mindfulness skills are important to teach children and teens, and bring many benefits for overall wellbeing and stress reduction. This conclusion can also be a time to prepare students for what is coming in the next lesson. As children leave the room, you may give them an exit ticket activity, which can be written, verbal or physical. This reflective activity extends the learning thru this formative assessment.