

## GROUP DEL/EC LESSON PLAN

### Design a dance lesson for the early childhood classroom

#### PRESENTING YOUR GROUP LESSON PLAN

Below are some guidelines for organizing the timing of your presentation.

- Your group will have a total of 25 minutes for your presentation.
- Plan to prepare a 20 min presentation of your lesson plan.
- You will have approx. 5 minutes after your presentation to receive feedback from your peers.
- Decide who will present which aspect of the lesson (not everyone needs to teach...)
- Bring any support materials you will need (or let us know how we can help).
- Think about how you will incorporate music into your teaching (instruments, recorded music, drum etc.)

#### •Please begin with a brief introduction and overview of your lesson. (No more than 3 min)

Describe the overarching theme of your unit, and the specific focus of your unit, any relevant info about the intended group (i.e special needs, etc.), the length of the experience, duration of the unit, and teaching context. Mention any important resources you discovered in your research process and relevant classroom connections.

*E.g. The lesson we are presenting is the 2<sup>nd</sup> lesson in a 5-lesson unit for 4 year olds in a pre-K classroom in a public school setting focusing on the Eric Carle book "Brown Bear Brown Bear." Our broader theme was animals and we chose to focus on Eric Carle's poem about animal movement for our unit. As part of our preparation, we researched....One valuable site we found online was...*

*Our lesson focuses on the 2<sup>nd</sup> page of the book, and explores the action words...*

*Here are a few of the ideas we developed for our warm-up.... But today we are going to lead you through the exploration and development of our movement sentence.*

#### Teaching Part of A Lesson - (20 minutes)

Try to teach as if we are your students. Demonstrate exactly how you would teach this in your classroom. Choose your words and directions carefully. Be mindful of how to organize the group in the dance space and be clear about classroom management. Follow your teachers' script and refer back to the Guided Discovery questions for your exploration.

#### Feedback from peers: (5 minutes)

Briefly share any additional information about your lesson plan, or mention other possible lesson plans that you might want to develop as part of your unit, etc.

Receive feedback from the group. Feel free to ask group for specific feedback and suggestions.

REMEMBER - HAVE FUN!

# DEL Early Childhood Recipe Guide

## Introduction/Theme:

What will we dance about today? Choose an aspect of your curriculum that inspires movement. Inspiration: a story, a poem, an art project, the weather, a holiday, a science concept. Anything can be a dance!

## Focusing Warm-Up:

Take children on a playful journey through the 6 developmental patterns and sensory experiences (Breath, Tactile, Core/Distal, Head/Tail, Upper/Lower, Body/Side, Cross-Lateral, Vestibular). Reorganize the brain and body and promote readiness for learning and Dance! Reference the DEL Early Childhood Recipe Focusing Warm-Up or create

**Generate Thematic Descriptors and Action Words:** Gather the children (i.e meeting area, rug, book nook). Be prepared with prompting questions. As discussion unfolds, make a list of all descriptive words. Write them down for the children to see.

**Create Movement Sentence:** Write chosen action words on a sentence strip and have children say it out loud.

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**Exploration:** Choose three (3) action words. Create guiding questions using the following dance vocabulary from the Pre-K Laban chart to explore action words one (1) at a time.

**Body:** Try movement with different body parts - head, shoulders, knees, toes, back, bottom, elbows, feet, nose.

**Dynamics:** Gentle, Strong, Quick, Slow Motion

**Space:** Personal Space, General Space, Levels - Low, Mid, High, Pathways - Curvy, Zigzag, Straight, Circle, Prepositions - Over, Under, Through, Behind, Beside, In front

**Relationship:** Towards a friend, Away from a friend, With a friend

**Development and Sharing:** Have children perform movement sentences....

- In a whole group
- In half groups
- A few children at a time

Children who are not performing will be part of an audience with quiet bodies, looking eyes, and listening ears.

**Relaxation:** Ask the children to find a space and lie down on their backs. Create a peaceful and quite environment. Dim the lights, encourage stillness, and use imagery from the lesson as a guided meditation.

**Reflection:** Use prompting questions/statements to encourage children to begin talking about what they see; i.e - If you saw your friends making round shapes, put a thumb up. If you saw Ralph shake really fast, shake one hand., etc.