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Unit Plan

Name:

Subject:

Overall Objectives:

Week No.	Subject Matter	Objectives	Style	Logistics	Music	Time	Comments
	What will you do?	***Why*** are you doing it? The Learning Focus	***How*** do you present it?	***What*** do you need to organize?	***What*** music do you need to have ready?	***How long*** will it take?	***How*** did it go?

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SAMPLE Unit Plan

Name:

Subject:

Overall Objectives:

Week No	Subject Matter	Objectives	Style	Logistics	Music	Time	Comments
	What will you do?	***Why*** are you doing it? The Learning Focus	***How*** do you present it?	***What*** do you need to organize?	***What*** music do you need to have ready?	***How long*** will i take?	***How*** did it go? And miscellaneous comments.
1	*Introduction to concepts of time (beat, note values, meter, acceleration, deceleration), space (axial/locomotor; near/far; high, middle, low levels), qualities of movement (strong/light, free/bound)*	*For students to enjoy moving freely within the dance studio, get to know each other, and become experientially familiar with the basic vocabulary of the dance medium.*	*Discovery Styles: F: Guided Discovery and G: Convergent Discovery*	*Expect initial self-consciousness, so be prepared with energetic, up-beat music; be very specific with tasks. Take time to thoroughly explore each concept.*	*Mickey Hart: The Edge*	*Two 2-hour clas*	*On 3rd day, show video, "Power of Dance" from Dancing series, discuss.*
2	*Introduction to dance technique:* *Warm-up:* **Core* **Sitting stretches*	*To understand spatial organization in the dance class: axial/floor work, locomotor sequences on the diagonal.* *To learn basic dance vocabulary.*	*Reproduction Styles:* *A: Cued Response*	*Task sheets for warm-up; Practice chart and explain roles and expectations.* *Explain spatial organization and take time to organize lines & rows for floor work, to organize lines for across-the-floor sequence, pairs in diagonal work; take time to work with students on getting themselves organized spatially and temporally.*	Brent Lewis: Mumbo Jumbo Patrick O'Hearn: Sacred Heart	*Two 2-hr. class*	*On day 3, do self-directed warm-up and structured improvisation in mirroring, responding.*
3	*Note Values Phrase. Expand on the warm-up.* *Introduce Motif Writing symbols*	*For students to understand symbol systems for dance and how to use them to analyze movement, record sequences, and enable creative and individual expression.*	*C: Reciprocal*	*Criteria sheets for plies, poster of Style C: Reciprocal.*		*Three 2-hr. classes*	*On day 3, use self-directed stretching.*
4	*Directions phrase. Introduce Directions symbols. Review Motif Writing symbols*	*More application of analyzing, writing and reading skills*	*Style D: Self-Check*	*Have criteria sheets and Style D: Self-Check poster*	*Brent Lewis: Jungle Sugar*	*Three 2-hr. classes*	*On day 3, yoga and relaxation.*

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Lesson Plan

Name:

Subject:

Overall Objectives:

Episode	Subject Matter	Objectives	Style	Logistics	Music	Time	Comments
	Specific Tasks	***Why*** are you doing it? The Learning Focus	***How*** do you present it	***What*** do you need to organize?	***What*** music do you need to have ready?	***How long*** will it take?	***How*** did it go?

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A Sample Lesson Plan

Subject: Elementary modern/contemporary dance technique Week: 5

Overall objectives: Introduce falls, introduce Reciprocal Style, use Guided Discovery dialectic (see example #4 in Chapter 8)

Episode #	Subject Matter Specific Tasks	Objectives Learning focus	Style	Logistics	Time	Comments
1	"What is a fall? What is the one essential element of a fall?" "Temporary loss of balance!"	Understand nature of falls, physics of a fall, explore different falls.	F Guided Discovery	Students sitting informally on the floor.	5 min.	
2	Do basic floor warm-up that we've been working on for three weeks.	Have students focus on the sensation of gravity in the body during the warm-up.	A Cued Response	Students on the floor in self- selected places in lines and rows.	30 min	
3	Introduce sitting side fall	Have students organize mind/body to roll through side fall, prepare for kneeling fall.	B Practice	Students choose location, facing, etc. Have task sheets.	5 min.	
4	Kneeling side fall	Introduce Reciprocal; prepare for full standing fall.	C Reciprocal	Have students get partner nearest them. Distribute checklists.	15 min.	
5	Full standing fall	Understand and trust off-balance.	B Practice	Students on the floor in self- selected places in lines and rows.	10 min.	
6	Dance phrase with partial and full falls	Learn to incorporate falls within a dance phrase.	A Cued Response	Students spread out informally or in lines and rows to learn dance phrase.	20 min.	
Etc.						

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Sample Lesson Plan

Name:

Subject: 5-6 yr. olds

Overall Objectives: Teach children about different elevations

Ep. No	Subject Matter	Objectives	Style	Logistics	Music	Time	Comments
1	Do basic floor warm-up	Stretch the body and warm up muscles	A: Cued Response	Students on floor in circle	Sing or chant	10 min.	
2	Barre exercises: Plies in first and second position	Help students understand body alignment	A: Cued Response	Students lined up at barre	Ballet for Beginners: plies	5 min	
3	Go through different elevations: hop, jump, leap.	Inform children of differences in elevations	F: Guided Discovery	Center floor spread out (Perfect Spot)	Ballet for Beginners : Jumps	10 min	
4	Jumping from high levels, from middle and low levels	Show difference in doing elevations from different positions. Prepare for Popcorn Dance	G: Convergent Discovery	Center floor spread out	Offenbach Can-Can	5 min	
5	Popcorn Dance	Use what we learned in class to create a dance about popcorn	H: Divergent Discovery	Start together in a huddle with small hops roll out, big jumps, leaps around room, finish in big exploded shape!	Trisch-Trasch Polka	10 min.	
6	Jello (relaxing)	Relax muscles, calm down	A: Cued Response	Spread out, lying on floor, Perfect Spot	Pachelbel Canon	5 min.	
7							
8							
etc							