**CONCEPT-BASED LESSON PLANNING PROCESS GUIDE**

**High School Dance – Fundamental Pathway**

**Improvising Within A Structure**

***AUTHOR(S) NAME(S):***  Christy O’Connell-Black, Jo-Marie Hazleton, Samantha Hyde, Betsy McClanahan

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| ***Shift in***  ***Instructional Design*** | ***Lesson Elements and Design*** | ***Metacognitive Reflection*** |
| ***The Unit Generalization and Focusing Lens asks students to …*** | **Lesson Focus:**  Explorational Structure/play  **Key Generalization- Fundamental:**  Specific use of space, time and/or energy determines improvisational choices. | ***How does this specific lesson advance the big idea or generalization of the unit?*** *The lesson*Introduces concepts & vocabulary of general & self space. The hook informs time/space and the learning experience informs energy movement choices.  ***What connections might be made between other content areas?***  *Connections can be made in the following content areas: Math (angles, shapes, pathways), Comprehensive Health, Reading, writing, communicating (ELA- Name spelling, Interpersonal skills), Music (Space, non-verbal communication), Visual Arts (big ideas, concepts), PE (standards, concepts)* |
| ***This lesson objective / learning target is critical to student understanding because…*** | **Objectives / Learning Targets:**  **Skills:**  Safe methods of improvisation, ways dancers use relationship as limiting factors in structured improvisation, interact with others to express the intent of the improvisation, apply improvisation, experimentation , and use of various stimuli.  ***Objective:***  Students will demonstrate understanding of space, time, and energy by accurately mirroring movements through improvisation. | ***In what ways does the learning target support the generalization?***  *The learning target reinforces safe improvisational structure and introduces key vocabulary.* |
| ***Instructional strategies*** | **Instructional Strategy Menu (not exhaustive):**   * Direct Instruction: Teacher-provided inquiry question, Teacher modeling * Interactive Instruction: Structured Improv, Collaborative groups * Individual Study: brainstorming, Assigned Questions through journaling * Indirect Instruction: Decision making, focused imaging, composing * Experiential: Hands-on, Think/Pair/Share, structured improv | ***Which instructional strategies will foster learning the lesson’s skills, processes, or content?***  *Skills-Hands-on, collaborative, t-p-s, Structured Improv, ind. Study-brainstorm*  *Proccesses-Inquiry question, teacher model, direct inst.*  *Content-structured improve, brainstorming, decision making, focused imaging, composing, hands-on, T-P-S.* |
| ***In the first 3-7 minutes of the lesson,*** | ***Opening (hook / anticipatory set / lesson launch)***  **Instructional Strategy chosen:**  Direct Instruction- Teacher provided inquiry question: HOW DOES STRUCTURED IMPROVISATION ALLOW YOU TO FIND COMFORT IN MOVEMENT?  Direct Instruction- teacher modeling, Interactive Inst. – Structured Improv, Experiential- Hands on: OPENING EXERCISE: GRID WALK: In an open space, lights-down, teacher will begin walking the “space” of the studio using curved and varied pathways (considered “off the grid”). Teacher invites students to join him/her walking in the space off-the-grid staying equi-distant from eachother and finding the open space in the room. Teacher begins calling out for students to change the speed of their walk. Teacher models walking “on-the-grid” by only making 90 degree angles & straight pathways in the space while maintaining equi-distance and filling in the open space. Teacher asks students to begin walking on the grid when they have discovered what walking “on the grid” looks like.  Guidelines for the improv: Students should be quiet and maintain a “soft-focus” for this exercise. Students should be asked to keep their hands to themselves as well as staying in the designated space. Students should be reminded to listen for instructions and be open to movement of the body.  Teachers may consider including the following variations: calling out groupings according to clothing, eye color, shape making in the space, moments of stasis, indirect/direct focus, levels, unknowing shadow, call/response, partner phrase, flocking, etc.  **Why is this strategy impactful:**  The inquiry question introduces the lesson topic and sets the goal for the student. The opening exercise introduces improvisation in a safe and inclusive environment while encorporating introductory vocabulary that students will then build upon later in the lesson.  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?**  As a beginning improvisation course with high school age students, this lesson supports the “just-right challenge” by both introducing an open exercise for all levels and fostering a safe and comfortable learning environment.  The Gridgame warmup will support “creating relevancy” by applying real world pedestrian movements and pathways as well as mathematical concepts that provide opportunities for interdisciplinary lessons. | ***In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?***  *The teacher provided inquiry question frames the lesson and increases curiousity.*  *The teacher modeling and interactive instruction in “Grid Walk” allows students to stay focused and engaged while continuing to increase curiousity while building skills and introductory vocabulary.*  ***In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?***  *These strategies work towards creating relevancy within the lesson project as well as the unit assessment. It also allows for stimulating student discourse in allows movement within a structured design.*  ***In what ways does the chosen strategy cement the learning?***  *Students are experiencing safe improvisation strategies vs. direct instruction method as well as repetion of key vocabulary and hands-on interactions.*  ***What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?***  *Think-Pair-Share allows students to demonstrate their depth of knowledge of the objective and acts as a performance assessment for both student and teacher.*  *The written closure gives students personal voice to reflect on the 3 major concepts as well as consider their comfort level in movement.* |
| ***The Learning Experience will*** | ***Learning Experience / Lesson***  ***Name Dance:***   1. The teacher will instruct students to move into a circle. 2. The teacher will stand in the middle of the circle to give instructions for the “Name Dance.” 3. The teacher will describe & model the “name dance” by using the whole body and/or separate body parts “painting” their first name in the space around them. The movements should be sustained, continuous, and recognizable. The teacher may want to say the letter as they dance the movement for the first time. 4. The teacher will demonstrate the 1st letter and ask the class to repeat the movement back to him/her using a call and response movement. The teacher may want to start with a call and response of clapping. 5. The teacher will ask the students to simultaneously mirror the teacher’s entire name. 6. The teacher will instruct the students to close their eyes and visualize painting their name in the space around them. 7. The class altogether will practice their name at the same time. 8. Going one at a time around the circle, the students will share their name dance while the rest of the class mirrors their name dance simultaneously.   Modifications: students perform alone first, add levels, students share inside circle, reflect/adjust/re-share, remind that the movement does not need to look exact.  ***Partner Mirroring:***  1.) Teacher introduces energy by discussing and demonstrating energy qualities.  2.) Teacher will then invite students to participate in experiential learning of a variety of energy qualities such as: sharp, smooth, shaky, smooth, swingy, percussive, etc .  3.) Teacher gives instructions for “partner mirroring” exercise: 1.) Students will work with partners (teacher/student choice) in their own space. 2.) The students will face eachother and take turns mirroring their partners original name dance. 3.) The students will then individually or with their partner’s assistance modify their name dance by adding 2 different energy qualities. 4.) The students will then take turns mirroring their partner’s revised energy name dance.  Modifications: teacher demonstrates their revised name dance, Adding last name, teaching eachother their name dance  **Instructional Strategy chosen:**  Direct Instruction: Teacher-provided inquiry question, Teacher modeling  Interactive Instruction: Structured Improv, Collaborative groups  Individual Study: brainstorming  Indirect Instruction: Decision making, focused imaging, composing  Experiential: Hands-on, Think/Pair/Share, structured improv  **Why is this strategy impactful:** Instructional strategies scaffold the objective/learning target and assesses the learned skills. Instructional tactics provide support for deep understanding of the concepts and skills.  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?**  Circle Name Dance Game along with Partner Mirroring will support “building relationships” along with building community by valuing each student’s movement choice.  “Fostering Disciplinary Literacy” will be supported by Partner Mirroring and Individual Revision by demonstrating the understanding of key vocabulary terms. |
| ***The closing activity reinforces the learning.*** | ***Closure***  **Instructional Strategy chosen:** Individual Study: brainstorming, Assigned Questions through journaling  **Journal Question:** In 2-3 sentences, discuss which concept (space, time, or energy) made you feel most comfortable in today’s improvisations and why.  **Why is this strategy impactful:**  Teachers can reflect/modify lesson (successes/needs work).  Journal entry acts as body of work for reflection of experiences.  **How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?**  This closing relflection will support “Fostering Disciplinary Literacy” by providing students a chance to evaluate the learned dance concepts and structured improvisations.  This exercise also supports the “Just-Right Challenge” by including the opportunity to practice individual writing skills. |
| ***Technological resources that will support student learning and move students toward the learning target.*** | ***Technological Resource and application:***  Teacher could incorporate music as needed. | *How will my students and I strategically use technology resources to enhance the learning experience (and support “meetingthe just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?* |
| ***Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.*** | ***Formative Assessment***  **Formative Assessment tool/method:** Students will be assessed by both an informal performance of their partner mirroring and their journal entry**.**  **Learning indicators of success:**  By their ability to utilize the learned concepts and apply them to physical movement. | *What “indicators of success” will show that the students are gaining mastery?*  *Growth in movement and class community, completed revision of name dance,*  *How will I use that evidence in a feedback loop?* |

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| **Reflection**: (What are the *strengths in the lesson plan? What changes would I make in the lesson plan for next time*?)  Strengths: flow and build of skills & concepts, creation, provides students with oppoturnity to make creative choices, safe environment for non-movers, self/partner/group exploration, variety of learning styles  Changes: time for discussion, time for final share out, create more inquiry question throughout lesson, reflect back the inquiry question, include music at designated times or for transitions, allow music to help inform movement choices. |
| **Connection to Performance Goal**: (*What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?)*  Journal Responses  Stepping stone for skills needed for final unit assessment  Allows for follow-up with integrated lesson plan |
| **Student Feedback**: (*What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?)*  *Found it engaging and appropriately challenging. They felt comfortable and safe. There was a better/clearer understanding of key concepts.*  *Felt that they broke down barriers with movement and community. The objective was met.*  *Suggestion for showing a video on mirroring and potential for lighting/prop component.* |

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| ***Time Suggested*** | 50 minutes + additional time for journaling |
| ***Materials Needed*** | Journals, pen, music player |
| ***Co-teaching Opportunity*** | Mirroring demonstration, interdisciplinary/cross content, side-coaching |
| ***Cross-Content Connections*** | Math, Visual Arts, Music, RWC, Comprehensive Heath, PE |