



INDEPENDENT LESSON PLAN

- * Full length Dance class aligned with Colorado Dance Standards
- * Focus is on Dance as a stand-alone art or ‘Specials Class’ in the academic day. This would be dependent on an established school program, either within or after the school day or in a community Dance Studio.
- * Designed for trained dance teaching professionals responsible for creating dance curriculum.

INDEPENDENT LESSON PLAN

Unit Title: Chosen title for individual unit

Lesson Title: Chosen title for individual lesson

Lesson #: Placement of lesson in unit

Age: Student age and/or grade level

Lesson Length: Time designated for this dance class

Standard:

Grade Level Expectation

1. Movement, Technique, and Performance

DA09-GR.1-S.1-GLE.1 1.
Perform movement phrases alone and with others

Lesson goal(s): Main concept to be focused on with tasks achievable during this single lesson.

Key Skills and Critical Content

Each lesson should include objectives for each of the following areas. Each objective should be measurable and specific. These four areas combined create a well-rounded dancer.

Technique: The skill or method used to complete dance movements. Memorization of new information and application of correction will also need to be considered here.

Creativity: Ability of the student to achieve unique outcomes, use of imagination within the structure given.

Artistry: Ability of a student to infuse their dance with individual expression and improved performance quality.

Context: The historical, factual, or otherwise educational information that supports the dance. Includes the vocabulary and other oral, written, or visual information. This is all material that is not movement, but contributes to their deeper understanding of the art form.

Review Colorado Dance Standards for appropriately leveled movement expectations



Vocabulary	Prior Knowledge and Experience:
<p>Movement vocabulary needed to comprehend lesson material. Working to expand the movement vocabulary and experiences for the students.</p>	<p>Consider what the student's previous experience might have been. Where are they with their physicality, social and emotional skills, and muscular development? What material should they know before approaching this lesson?</p>

SUMMATIVE LESSON ASSESSMENT

Format <i>(What will the student be doing?)</i>	In what way will the student showcase accomplishment of the goal? Be specific and not conceptual.	
Application <i>(How will the student accomplish this?)</i>	List the skills and materials the student will use to complete assessment.	
Criteria <i>(What evidence of understanding will need to be shown and how will the students' knowledge be evaluated?)</i>	Describe grading rubric, attach if necessary. Grading criteria should include these aspects. Refer to the lesson goals to determine expectations appropriate to age, experience, and level.	
	* Technique	
	Placement	Alignment of the body, includes understanding of facings and directions
	Flexibility	Full use or improvement of the natural facilities for joint movement and muscular elasticity.
	Strength	Full use or improvement of physical power and endurance.
	Retention	Memorization of the technique of individual steps as well as choreography
	Coordination	Skillful and balanced movement of the body parts at the same time with the music
	* Artistry	
	Expression	Performance quality, confidence of material and character development.
	Musicality	Dancer's sensitivity to musical phrasing and quality and their ability to adapt to it.
Creativity	Inventiveness of movement or phrase creation within given structure.	
*Context	Retention of the historical, factual, or otherwise educational information that supports the dance. . Includes the vocabulary and other oral or written information.	

Resources
Any outside material including media, books, videos, handouts etc.



Class Plan	
<p>Introduction: Verbal introduction of the lesson. Set the stage for the students to engage and prepare for the lesson. Could be a name learning game, ice breaker or review of previous lesson material. Provide students with lesson goal, possibly prepping with guiding questions.</p>	<p>Music/Props/Visual Music tracks, props, and visual aids chosen to correspond with each section of the class plan. Include time signature and number of measures. Can include instructional strategies or formative assessments (check-ins to verify students' progress).</p>
<p>Warm Up: Anaerobic activity that prepares body for larger more complex steps. Could be done on the floor, standing, or at the barre. Be sure to address every area of the body in a specific and thorough way. Warm up is designed to introduce and lay the groundwork for exploration of concepts, to practice skills, and development of creative work.</p>	<p>Music/Props/Visuals</p>
<p>Center Work: Work is focused on self-supported movement. New skills can be introduced and the body progresses to more intense and aerobic actions. Plan and design exercises incorporating Movement Elements and concepts that align with goals/objectives.</p>	<p>Music/Props/Visuals</p>
<p>Across the Floor: Work is focused on traveling locomotor movements and use of space. Largest and most intense actions for the class are practiced here.</p>	<p>Music/Props/Visuals</p>
<p>Choreography: Longer, stylized phrases are learned and/or created. Repertoire can be introduced. Performance quality and artistry should be fostered and prioritized. Movement should progress from class material.</p>	<p>Music/Props/Visuals</p>
<p>Cool Down: Reflect on the class work and what was learned. Make connections with lesson goals. Allow the body to begin cooling down by stretching and performing slow movements with calming breaths to avoid injury from abruptly stopping activity.</p>	<p>Music/Props/Visuals</p>