



INTEGRATED LESSON PLAN

- * Movement based lesson (30-60 minutes) aligned with Colorado Academic Standards for Dance.
- * Designed for classroom teachers who desire to teach academic topics through movement. Sessions can be led by classroom teacher who feels comfortable with the movement vocabulary or work collaboratively with a dance specialist/guest artist.
- * Focus is on reaching all learners through creativity, collaboration, critical thinking, and communication using dance/movement concepts to enhance academic curriculum.

INTEGRATED LESSON PLAN	
Unit Title: Chosen title for individual unit	
Lesson Title: Chosen title for individual lesson	Lesson #: Placement of lesson in unit
Age/Grade Level: Student age and/or grade level	Lesson Length: How long lesson is
Academic Subject(s): Related core subject focused on in lesson	
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. Goal should connect the academic subject and ‘Elements of Dance’ together to enhance the students learning experience.

Guiding Questions: These are questions given to students to create connections with integrated material
These should be open-ended with opportunity for students to practice critical thinking.

Key Skills
What will the student do?
A list of skills and steps that the student will learn during this lesson. Be simple and direct with language. This is not conceptual, but rather concrete actions derived from the movement aspect of this lesson.

Critical Content
What will the student know?
A list of ideas and concepts that the student will learn during this lesson. Be simple and direct with language. These are facts and ideas derived from the academic aspect of this lesson.



Music	Props/Visual Aids
Choose music to support movement task. List details about music choices to enhance learning experience, include artist, meter, genre, etc. Refer to movement guide below to describe how music will be used.	List the specific items to be used during class. For example Instruments, books, smart board visuals, etc.
	Refer to movement guide below to describe how prop/visual aid will be used.
	Vocabulary
	Words needed to comprehend lesson material
	Working to build the verbal skills of students
Prior Knowledge and Experience: Have they been introduced to the dance elements already? What foundations have been laid for the academic topic? What material should they know before approaching this lesson?	

MOVEMENT GUIDE		
Class Section	Music/Props	Instruct. Strategies / Formative Assess.
Use this section to write out purpose/goal and details of each movement activity. Be specific and include aspects like direction faced (across floor or center), formations (circle or lines), side of the body used (right or left), counts and rhythm etc.		
Greet (<i>Introduction to topic</i>): Verbal introduction of the lesson. Set the stage for the students to start. Could be a name learning game, ice breaker or review of previous lesson material. Provide students with lesson goal(s), incorporate guiding questions.	Music tracks, props, and visual aids chosen to correspond with each section of the movement guide. Include time signature and number of measures	Instructional strategies or formative assessments. Tools to be used or check-ins to verify students progress
Engage (<i>Activate brain and body in preparation for movement</i>): This is the warm up for brain and body. Consider a balanced physical approach like the <u>BrainDance</u> . Begin to introduce academic topic into movement.		
Explore (<i>Introduce the academic topic with guided exercises using movement vocabulary from the Elements of Dance</i>): Using movement and the <u>Elements of Dance</u> vocabulary instruct students with the academic material and concepts. Movement should build beyond the warm-up, allow for concept exploration and experimentation, no specific skills have to be intensely drilled.		



<p>Develop (Focus on dance skills independent or correlating to academic topics): This is movement in and through space focused on technique. Concepts should be strengthened, but come second to dance skills. This is an opportunity to correct students in the proper execution of steps.</p>		
<p>Create (Student created movement displaying understanding and application of topics and skills): Structured assignment enabling students to create and invent their own movement. Should offer freedom to express individual style while strengthening lesson goal. Opportunity to engage in performance, promote peer-to-peer learning, and demonstrate accomplishments.</p>		
<p>Reflect (Discuss and assess what was learned): Use the guided questions to make connections with material. Summarize the concepts, allow the body to cool down, and analyze if lesson goal was met.</p>		

SUMMATIVE LESSON ASSESSMENT	
<p>Format (What will the student be doing?)</p>	<p>In what way will the student showcase accomplishment of the goal? Be specific and not conceptual.</p>
<p>Application (How will the student accomplish this?)</p>	<p>List the skills and materials the student will use to complete assessment.</p>
<p>Criteria (What evidence of understanding will need to be shown and how will the students' knowledge be evaluated?)</p>	<p>* Describe grading rubric, attach if necessary.</p>
	<p>* To determine proficiency refer to your key skills and critical content to grade student success.</p>
	<p>*</p>
	<p>*</p>

Resources
<p>Any outside material including media, books, website, PowerPoints, visual aids etc.</p>

Notes: