

<b>Teaching artist name:</b>	Lucie Sullivan
<b>Class profile</b>	
Number of sessions:	2- 30 minute classes
Date/s:	Tuesday, March 5
Time scheduled:	9-9:30am and 9:30-10am
Location:	-
<b>Student profile</b>	
Grade level:	Ages 4-6 years old
Childhood development: -Kinesthetic-motor -Cognitive -Social-emotional	<p><i>Principles for considerations: what is developmentally appropriate for this age:</i></p> <p><i>Kinesthetic Motor:</i> Students need to work on static balance, coordination, and stop and go cues. Students learn by moving. Students need alternating energy of activities and prompts.</p> <p><i>Cognitive:</i> Students learn through imitation. (Use modeling for teaching method). Students can follow directions and specific prompts.</p> <p><i>Social Emotional:</i> Students are still learning to cooperate with others. Students are capable of taking turns. Students have a strong desire for things to be fair.</p>
<b>Dance style/s explored:</b>	Gross motor skills, fine motor skills (isolation work)
<b>Vocabulary:</b>	<p><i>Dance terminology and key words to be explored or used:</i></p> <p><i>Motor skills: Walk, Run, Chassé, Sauté/Hop, Crawl, Tip Toe (Rélèvé)</i></p>
<b>Learning outcomes:</b> -Kinesthetic-motor -Cognitive -Social-emotional	<p><i>Students will understand cooperation by sharing the bean bags in a circle time activity.</i></p> <p><i>Students will apply knowledge of tempo by following the prompts/speed of the bean bag passing song.</i></p> <p><i>Students will remember body parts by accurately imitating isolations in the warm-up.</i></p> <p><i>Students will apply concepts of big, locomotor movement in the gross motor skill songs as they move around the room.</i></p>
<b>Attention cues (classroom management)</b>	<p><i>-If you can hear me, clap ____.</i></p> <p><i>-If you can hear me, put your hands on your head, etc.</i></p> <p><i>-"I am looking for the dancer who is ____."</i></p> <p><i>-(insert name here) looks so ready. They are standing with two shoes on their circle ready to begin.</i></p>
<b>Activity</b>	<b>Description</b>
Opening	<p><i>Introductions by name:</i></p> <p><i>Start by explaining that we are a community, so we need to get to know each other's names.</i></p>

	<p><i>Being a gentle patting against lap to set a beat. Start with Hello Lucie, repeat Hello Lucie. Go around the circle: Hello _____, Hello *insert name here*. Taking pauses as they fit for response.</i></p> <p><i>Students can join in as they feel ready and comfortable.</i></p>
Activity 1	<p><i>Warmup:</i></p> <p><i>Song: The Friends in our Neighborhood</i></p> <p><i>Students are set standing on poly dots arranged in a circle. Teacher will lead isolation movements and basic warm up skills to get heart rates up and bodies moving. Isolations will focus on head, shoulders, hands, tummy, knees, toes. Concepts of upper body vs. lower body and body halves will be integrated into the warmup.</i></p> <p><i>Song: Head Shoulders Knees Toes</i></p> <p><i>This song will continue the warmup having children sing along to a familiar song identifying body parts. This version incorporates more than the typical song that students may be used to.</i></p>
Activity 2	<p><i>Movement exploration with bean bags: Students are seated on their poly dots. Explain that the class will be using bean bags for our next activity in class.</i></p> <p><i>Song: Pass the Bean Bag</i></p> <p><i>Seated in a circle, song will begin, teacher will begin passing one bean bag at a time around the circle. Once teacher has gaged that students understand how to pass one, they will continuously add throughout the song.</i></p> <p><i>Explain before that you can only have one bean bag in your hands at a time and we pass from hand to hand, never throwing one at another dancer in the room. We listen to the music, so we know what to do.</i></p> <p><i>By the end of the song, there should be one bean bag in each dancer's hands or teacher will pass around until that happens.</i></p> <p><i>Song: Bean Bag Rock</i></p> <p><i>Dancers will stand on their circle. Song is semi-structured for dancers to follow along. This song will reinforce body part knowledge from earlier in class. It will also introduce aspects of space through the use of levels. Finally, this activity will allow dancers to introduce creative movement of choice into the class for the first time thus far.</i></p> <p><i>We will all return our bean bags now.</i></p>
Activity 3	<p><i>Gross Motor Skill Locomotor Activities:</i></p> <p><i>Song: Freeze Game</i></p> <p><i>Explain to students we will be moving around the outside of our circle, and we will not be passing our friends. The first song we will choose shapes in between movements that include static balances, shapes, and different space aspects (levels).</i></p> <p><i>Song: Exercise Game #2</i></p> <p><i>This song will build on the gross motor skills from before. Then, it will become a memory exercise for dancers to correspond movement with the sounds that they hear. It finishes with a quick cool-down for dancers to return to their poly dots.</i></p>

Additional rows for each activity	<p><i>Extra song: The Hokey Pokey</i></p> <p><i>This reinforces the body part ideas and incorporates right/left sided cues.</i></p>
Closing	<p><i>Wrap Up:</i></p> <p><i>Song: Thank you for everything you do.</i></p> <p><i>Teacher will lead basic follow-along movements that show gratitude to oneself and the room/community around them. We will also say thank you to one another at the end of the song.</i></p>
Resources and materials:	<p><i>Prepared playlist</i></p> <p><i>JBL Bluetooth Speaker</i></p> <p><i>Poly dots</i></p> <p><i>Bean bags (1 per participant)</i></p>
Post lesson reflection:	