

<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>  <i>Students learn by moving.</i>  <i>Students need alternating energy of activities and prompts.</i></p> <p><i>Cognitive:</i>  <i>Students learn through imitation. (Use modeling for teaching method).</i>  <i>Students can follow directions and specific prompts.</i></p> <p><i>Social Emotional:</i>  <i>Students are still learning to cooperate with others.</i></p>
<b>Dance style/s explored:</b>	Gross motor skills, fine motor skills, creative dance
<b>Vocabulary:</b>	Heavy, light, skip, march/stomp, hop, flap, brain dance domains
<b>Learning outcomes:</b> -Kinesthetic-motor -Cognitive -Social-emotional	<p><i>Students will understand cooperation by taking turns leading the class and following other students through movement imitation.</i></p> <p><i>Students will create movement based on the jungle elements they compile throughout class in our follow the leader activity.</i></p> <p><i>Students will apply concepts of descriptive language by finding qualities in movement based on the actions and prior knowledge of elephants.</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>Everyone seated on a poly dot around the circle. Prompt students to sit on their circle like a bird with wings. Knees are flapping us all the way to the jungle today!</i></p> <p><i>Ask what students know about the jungle: temperature, colors, animals, etc.</i></p> <p><i>We are each going to go around and say our name and one thing we want to see in the jungle today. Prompt two choices if students are unsure.</i></p>

	<p><i>Explains that today we will be going on a journey to the jungle, so there are many things we will see &amp; experience.</i></p>
Activity 1	<p><i>Warmup:</i>  <i>Materials: Poly dots</i></p> <p><i>Song: Beach Party &amp; Song: Collecting Seashells</i>  <i>Begin seated on poly dot. Breathe in and out the warm jungle air. Hands can open and close like the leaves in the jungle breeze. Tap into senses of what you hear, see, and smell. We will then give ourselves tactile touch by rubbing mud on our skin and then brushing it off like soft jungle rain.</i>  <i>Finding our way to standing we will become a tiny little caterpillar then grow into a big butterfly, repeating several times. For head tail, we will become a slithery snake on our circle. For upper lower, we will reach to grab coconuts from the trees, then we will stomp on them to get the fruit out. For body side, we will flap our body like big birds only one side at a time. Then, we will put it all together to take flight. Cross lateral, we will reach across our bodies as we swing on vines like monkeys through the jungle. Finishing up with vestibular, we will feel the breeze and begin to spin gently like we are being spun on a Lilly pad in the water. With any remaining music left, students will be led through fine motor skills like clapping and rolling their hands to get the cardiovascular system working a little quicker.</i></p> <p><i>Song: Jungle Boogie</i>  <i>Students will sit and get to groove along to this semi-structured song. It will use call and response to sing along and allow the students to use their voices in an activity. Then, we will story tell the gorilla and how he needs to get all clean, so we are going to splash splash the water all around the room. Prompt who can splash the most “water” on the walls. Make the room our own jungle swamp!</i></p>
Activity 2	<p><i>Materials: Poly dots &amp; scarves</i></p> <p><i>Prompt students to lay down on their circle and explain they will be getting a magic scarf during the night in the jungle to keep them safe and warm.</i></p> <p><i>Transition Song: The Lion Sleeps Tonight</i>  <i>As the song goes, each child will receive a scarf over them. Once fully distributed, students will be prompted to slowly come awake and rise to dance with the magic of the jungle in their scarf.</i></p> <p><i>Song: The Elephant Song</i>  <i>Explain our scarf just became an elephant trunk. We will be dancing like one of the biggest animals of the jungle! To the song, we will practice different qualities like stomping in the mud, splashing at the watering hole, and play with our other elephant friends.</i></p>
Activity 3	<p><i>On our poly dots, we will do a sharing song by imitation, where we will go around the circle allowing students to be the leader of creative movement. Offer a signal to hold scarf close to body to skip their turn as a leader.</i></p> <p><i>Song: I Wan’na Be Like You</i>  <i>Allow this to be an opportunity for students to use imitation to learn from others, but teacher leads first to model activity. Offer action verbs or description words if multiple rounds of taking turns allows with time.</i></p> <p><i>Song: Lion Sleeps Tonight (instrumental)</i></p>

	<p><i>We will fall back asleep with our scarves ready to be picked up for our next jungle journey. When the song ends, it is daytime again!</i></p> <p><i>*Teacher come around to collect scarves*</i></p>
Activity 4	<p><i>Song: Walking in the Jungle</i></p> <p><i>This song will be semi-structured as we go around for an adventure day to meet different animals. As the song prompts, students will move clockwise around our poly dots using the gross locomotor skills like walking, jumping, skipping, stomping.</i></p>
Additional rows for each activity	
Closing	<p><i>Song: Goodbye by Frog</i></p> <p><i>Introduce Frog who is going to sing us a goodbye song to all of the world and animals that we saw on our adventure. Welcomes students to use their voices in call and response again.</i></p>
Resources and materials:	<p>Polydots &amp; Scarves</p> <p>Playlist: <a href="https://music.apple.com/us/playlist/jungle-dance/pl.u-jV89BLVuk842e">https://music.apple.com/us/playlist/jungle-dance/pl.u-jV89BLVuk842e</a></p>
Post lesson reflection:	