

9/13/23 Laurel DANCE Quarter 1, Lesson 4

SEL Focus: Focused Attention

Focusing Attention: Learning happens every day at our school. An important skill for learning is focusing attention on the person talking to you or the activity you are completing. When we focus our attention we use our ears, our eyes, and our brain! This week, put on your attent-o-scopes and notice how they help you listen and learn.

Learning Target:

I can show Focused Attention in a movement class.

MOVEMENT GUIDE/PROCEDURES

Blue = Must Do

Movement Element Vocabulary/Concepts Explained	Props/Visual Aids - LMA Elements of Dance poster, Action Words, Brain Dance poster/projection
Personal space bubble TIME as the 4th “element of dance” Action words Ways to use time: <ul style="list-style-type: none">• Duration• Speed• Relationship of timing• Beat vs. No Beat/Irregular rhythm	Music (list artist, genre & meter) - “Kids Dance Party” Spotify Playlist

MOVEMENT GUIDE/PROCEDURES

Blue = "Must do"

ACTIVITY	Grades K-1	Grades 2-5	MUSIC, Props, VISUALS	ASSES. & Teacher STRATEGIES
GREET/ENGAGE Community Building Circle - <ol style="list-style-type: none"> 1. Remind students of circle agreements - talking piece - see class poster 2. Review Whole Body Listening & ROAR 3. Say your name and your favorite time of year (season) and one reason why. Those in the circle, show whole body listening. <ol style="list-style-type: none"> a. Eyes on speaker, ears listening, voice off, body still, brain thinking, heart caring. 	Entry: Walk With Me or Come & Follow Me in a Line (while singing)	Meet in the hall; direct them to make a seated circle. Use a countdown to get them settled if needed.	N/A	N/A Led by MK & JL
EXPLORE Warm up w/ <u>Brain Dance</u> in Circle Format <ol style="list-style-type: none"> 1. Breath 2. Tactile - Whole Body Listening Body Parts (Eyes, Ears, Mouth, Hands/Feet, Whole Body) 3. Core/Distal - Big/Small 4. Head/Tail - High/Low 5. Upper/Lower Body 6. Body sides 7. Cross lateral 8. Vestibular - Traveling/In place 	Lead physically while music plays	Lead physically while music plays	"Kids Dance Party" Spotify Playlist Brain Dance poster Or <u>PPTX</u>	Jessica & Vi
DEVELOP/PRACTICE DANCE SKILLS <ol style="list-style-type: none"> 1. TIME (when we move)- 4th movement element - introduce and 	Full class discussion	3 Small groups	Elements of Dances POSTER	Checks for understanding Thumbs up/down

<p>solicit ideas from students about how we use time when moving</p> <p>2. Whole class: model together, J leads. Practice different concepts of TIME first in place</p> <ol style="list-style-type: none"> Duration (brief of long) Speed (fast, slow) Relationship of time (before, after, unison) Beat vs No Beat (steady vs not steady) "If it sounds like rain and group is not together - "off beat" - if you hear everyone working to make one sound like a machine, you are on "on beat" <p>3. As a whole group, practice a simple walk with different uses of TIME alternating which circle (inner/outer) moves and which circle watches</p> <p>4. Review list of Action Words - what other ways can we move our body and use TIME to change and manipulate that movement?</p> <p>5. Move class into 2 concentric circles - INNER & OUTER</p> <p>6. NEXT Traveling steps - either INNER or OUTER circle takes turns moving in one direction(clockwise) without touching while the other circle watches. Using the various locomotor actions listed as a class, play a circle movement "freeze dance" game with students embodying each type of time usage.</p>	<p>For types of TIME usage - first let students experiment with different ways and how it might look and feel in their body - if they need support, teacher can demonstrate what this might look like then asks students to follow</p>		<p>LMA Action Words list for reference</p> <p>"Kids Dance Party" Spotify Playlist</p>	<p>J scribe ideas</p> <p>Jessica, Lucas</p>
<p>CREATE</p> <ul style="list-style-type: none"> IN PAIRS: Break class into two 			<p>"Kids Dance Party" Spotify</p>	<p>create/demonstrate/ say to show</p>

<p>groups by counting off, pairing up 1s & 2s. Continue with formation of 2 concentric circles if helpful, with one partner being inner and one being outer.</p> <ol style="list-style-type: none"> To practice focused attention, have partners take turns mirroring each other's movement. Start simple, then encourage pairs to increase complexity and "surprise" each other Then have students try changing their use of time (speed, duration, non-unison), continuing to use focused attention to specifically copy what the other person is doing - use of "on" vs. "off" beat may elicit a high need for focused attention. Have pairs create a sequence of connected movement where each partner gets a turn to lead, then they do a movement in "canon" or NOT in unison (one partner follows another AFTER). <ul style="list-style-type: none"> If time allows, have pairs (in groups of several pairs) demonstrate their sequence 			Playlist	understanding.
<p>REFLECT Closing Circle: Leave 5 minutes at the end of the class for this.</p> <ul style="list-style-type: none"> Guide students through some "cool down" stretching and breathing ASK: When was it hardest to maintain your focused attention? 	Whole class	3 small groups if time allows	N/A	Led by Jessica

<ul style="list-style-type: none">• Why is it important to be able to demonstrated focused attention?				
RESOURCES <ul style="list-style-type: none">• LMA Posters - Elements of Dance• Brain Dance poster/projection• Laurel school wide SEL universal instruction (Zones, R.O.A.R.), 2nd Step Curriculum, Lynx Language				

Bullet Point LP:

1. Entry song (or come sit in a circle)
2. Circle: Favorite season and why. Others show whole body listening
3. Time: turn & talk, how we use in movement
 - a. JL leads discussion
 - b. Walk: group walks to different time cues
 - c. Review Actions list
 - d. 2 concentric circles, moving in opposite directions. T cues specifics
4. Pairs in concentric circles: mirror game
5. Closing circle: stretch & breathe (guided)
 - a. Pair share why focused attention is important
 - b. Call on a few to share with class