8/23/23 Laurel DANCE Quarter 1, Lesson 1

SEL Focus: Belonging and Community Circles

Overarching ideas in SEL focus:
How to participate in a Community Circle
Appreciation of & noticing similarities and differences amongst individuals at Laurel
Using friendly smiles, kind greeting
Practicing inclusion + inviting others to play

Movement Element Vocabulary/Concepts Explained	Props/Visual Aids - LMA Elements of Dance poster
Personal space bubble Body as the first "element of dance" Action words Shapes (circle) Traveling movement vs. "in place' movement	Music (list artist, genre & meter) - (cannons or round) "Pavana" by Beautiful Chorus Pachelbel - Canon in D

MOVEMENT GUIDE/PROCEDURES

Blue = "Must do"

ACTIVITY	Grades	Grades	MUSIC,PROPS,	ASSES. & Teacher
	K-1	2-5	VISUALS	STRATEGIES
GREET/ENGAGE Molly will lead students into the classroom Community Building Circle - 1. Define circle agreements - talking piece - see class poster 2. Say your name and your Zone color 3. Optional: Can your letter shape move in some way so it goes from a shape to an action? Stay in your spot in the circle. Let's do it all at once.			N/A	N/A

EXPLORE Warm up w/ Brain Dance in Circle Format 1. Breath 2. Tactile 3. Core/Distal 4. Head/Tail 5. Upper/Lower Body 6. Body sides 7. Cross lateral 8. Vestibular	Lead physically while music plays		Creative Dance Spotify Playlist Brain Dance poster Or PPTX	N/A
2.Review basic movement safety - Personal Space Bubble (hula hoop to demonstrate) 1. Use of Gesture and facial expressions to demonstrate welcoming community. Ask students what ideas they have and call on quiet hands. Examples below. a. greetings (wave, fist bump, and different facial expressions like smiles invitations ("summoning over" hand gesture, gathering opening movement with arms and hands) b. What are UN-welcoming gestures or facial expressions, even if unintentional? c. 2. Intro - "Body" as the 1st Dance element Our body is our movement instrument Teachers give examples (brushing teeth, running/skipping @ recess, putting on shirt)	1.Model letters Model facial expressions,	1.Move through space to music. When the music stops, find a partner. Make the first letter of your name with your body (shape) and say your name.	Elements of Dances POSTER Beautiful Chorus song Pachelbel Cannon in D	Checks for understanding Thumbs up/down

 Call on quiet hands for other ideas from students. Write on class poster , etc); "We are ALL movers!" Break class into small groups to discuss locomotor movements that we do every day, and in each class we will create a poster (that we will display for each class when they are in dance). We can add to it over time. 	students label emotion. Repeat with gestures. (positive and negative)	
3. Theme - CIRCLES & Community Building "We are going to practice a community circle. Break into 3 groups with a talking piece for each group." a. "How many circles can you find in this room? You have until the song stops to walk around and count how many circles you can find. GO!" b. Name one way that is locomotor (Like a train) i. Call from each group to add to chart c. How can we dance with circles in mind?		
 Practice - Individual movement, students leave circle and move back to assigned spot Spinning or turning (action) in your spot. On one leg vs. walking in a circle around self. Spiral - turing from high to low Rounded body (shape) - using whole body then upper vs. lower body Practice - Group movement - traveling in the community circle without touching. Play circle movement 		

games:			
CREATE Using inviting/friendly movements, gestures and facial expressions, create 3 shapes or movements of your own using CIRCLES (shape, action, or traveling step that we have practiced above) 1. Consider different body parts that you can move in a circular way 2. Consider shaping whole body in a round way, or upper body or lower body in a round way 3. If time allows, split class in 2 big groups and take turns watching each group of students demonstrate their individual movement creation		Creative Dance Playlist	create/demonstrate/ say to show understanding.
REFLECT Closing Circle (either whole class or in 3 small group circles depending on time): Leave 5 minutes at the end of the class for this. 4. How do community circles help us feel like we belong? 5. What was your favorite way of making circles? Individually or with a group, traveling or in place? How can we use community circles to be welcoming and kind to others?		N/A	
RESOURCES			

 LMA Posters - Elements of Dance Brain Dance poster Laurel school wide SEL universal instruction (Zones, R.O.A.R.), 2nd Step Curriculum, Lynx Language 		
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