

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 K-1	Grades 2-5	MUSIC, PROPS, VISUALS	ASSES. & Teacher 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

○ 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. 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	students label emotion. Repeat with gestures. (positive and negative)			
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games: ○ Looby Loo ○ Ring Around the Rosie ○ (Duck, Duck, Goose or backup options) ● End 2nd game in a circular shape/statue				
CREATE Using inviting/friendly movements, gestures and facial expressions, create <u>3 shapes or movements</u> 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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