



INTEGRATED LESSON PLAN

Unit Title: Movement Fundamentals through Classroom Topics: Letters, Numbers, Colors, Weather, and Animals

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Lesson Title: Spring Animals and Space

Lesson: # 3/3

Age/Grade Level: Integrated Services—aiming for 1st grade Lesson Length: ~45 min

Academic Subject(s): Spring Animals

Co. Academic Dance Standard(s)

Grade Level Expectation (s)

1: Movement, Technique, and Performance

Accurately demonstrate simple movement sequences, develop safe movement practices.

2: Create, Compose, and Choreograph

Explore movement based on a variety of inspirations, create and demonstrate simple movements based on play and improvisation.

Learning Objectives (2-3):

Students will:

Review their lessons on spring animals by learning and be able to repeat animal yoga poses.

Explore a variety of paths through the space in the classroom by navigating an obstacle course.

Guiding Questions (2-3):

How can we mimic animal shapes and pathways through movement?

How can we use space and pathways while we move?

Key DANCE Skills

Yoga poses, crawl, hop, level-changes, spinning, walk, march, slide/glide, frog jumps

Movement Elements/Vocabulary

Props/Visual Aids

BODY: Different uses of the limbs for yoga, body responding to different prompts in the obstacle course
SPACE: non-linear paths through space, levels
TIME: Slowness of yoga, faster movement through the obstacle course

Slides with pictures of each pose and the animal, Caitlynn's cards

Scarves as flower petals, dots for puddles and lily pads

Music

Music for yoga: Calming music:
<https://open.spotify.com/track/4oAVmszDgIihb6OBxqjEh?si=567fb5cfab874131>
Carnival of the animals:
Aviary 4/4
Introduction 4/4
<https://open.spotify.com/album/3NVmKlccLYJYwdVBmSacag?si=OlceiA4lSoO2GFdD0xndlw>

Prior Knowledge and Experience (Pre-Assessment): Students enjoy dancing, but don't have much experience in a formal dance lesson. They are working on spring animals in April. This lesson will be during the first week of April, so the content will be new. I will be prepared to provide a lot of examples if the kids aren't feeling comfortable enough with the content to help me out yet.

MOVEMENT GUIDE

Class Section	Music/Props (include how they will be used)	Instructional Strategies / Formative Assessments
Greet (<i>Introduction to topic</i>): Reintroduce myself and dance concepts. Ask what they've been learning about animals. Ask them to recall some of what we practiced/learned last week about rhythm.		Ask students to meet me on the carpet (pre-existing classroom strategy).
Engage (<i>Activate brain and body in preparation for movement</i>): Bubble brain dance: <ol style="list-style-type: none"> 1. Breathe: like blowing bubbles 2. Tactile: Tap body like its covered in bubbles—popping 3. Core/distal: Grow big like a bubble, pop and get tiny 4. Head tail: Bubble on front and on back of body- arching forward, back and side around the bubble 5. Body halves: bubble around the part of the body that's not moving—don't pop it! Upper lower, side side 6. Cross lateral: Bubble on the knee, pop it with you other elbow, repeat with hands, feet 7. Vestibular: float, spin, wobble like a bubble, pop back to facing front on clap 	Bubble projection video	Gauge level of engagement from each student to get an idea of how willing they will be to participate in the rest of the lesson.
Explore (<i>Introduce the curricular topic with guided exercises using movement vocabulary from the Elements of Dance</i>): Teach various animal-named yoga poses, especially focused on the animals they've been talking about in class. Take student suggestions for animals. (Birds, deer, rabbit, etc. Check with teacher on specific animals)	Calming music: https://open.spotify.com/track/4oAVmszDgIihib6QBxqiEh?si=567fb5cfab874131 Slides with pictures of each pose and the animal	Clearly demonstrating each pose Simplification/adaptation to adjust for the students' abilities
Develop (<i>Focus on dance skills independent or correlating to academic topics</i>): Spring-themed obstacle course: Hibernation (levels, body), walk through the last snow (slow, slushy), splash in puddles (stationary hopping/jumping on dots), bloom like new flowers (stationary, levels), frog jumps (dots as lily pads), rabbit hole (levels). Non-linear paths through the classroom	Scarves as flower petals, dots for puddles and lily pads Carnival of the animals: The Aviary https://open.spotify.com/album/3NVmKlccLYJYwdVBmSacag?si=Qlcei	Establish clear path through the course, give everyone a turn/space at each station



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	A4lSoO2GFdD0xndlw Spring-like music to help with the imagery of the obstacle course	
Create (<i>Student created movement displaying understanding and application of topics and skills</i>): Each student comes up with a locomotor movement for their favorite animal that we talked about. Then make up phrases using everyone's movements, moving throughout the classroom. If they're up for it, have the student who made up the movement lead around the room.	Carnival of the animals: Introduction https://open.spotify.com/album/3NVmKlccLYJYwdVBmSacag?si=OlceiA4lSoO2GFdD0xndlw Music to add another sensory aspect and to help the activity feel more like a performance. Bring back slides from yoga for kids to refer to	Remind/provide examples of locomotor movements, let students pick their animals to keep them engaged
Reflect (<i>Discuss and assess what was learned</i>): "Can you show me what your favorite dance move we did today?" "How are you feeling right now? Can you show me with your body?" Have Caitlynn's cards available throughout	Caitlynn's cards	Asking these questions throughout the lesson to assess what students are enjoying
Resources: Colorado Academic Dance Standards (1 st Grade) Brain Compatible Dance Education by Anne Green Gilbert		