

Name:

LESSON PLAN GUIDE

<u>TEKS:</u>	
<h1 style="margin: 0;">Fine Arts</h1>	
Grade <input style="width: 50px;" type="text" value="10"/>	Subject <input style="width: 50px;" type="text" value="Dance"/>

<u>Objective:</u> (C3)
<div style="border: 1px solid black; padding: 5px; margin: 5px;"> After students watch peer jazz videos, they will be able to critique their skills and quality of movement with constructive feedback. </div>
Specific _____ Measureable _____ Attainable _____ Relevant _____ Time _____

<u>Task Analysis:</u> (C4) What lang. must be taught: What skills must be taught: pirouette, battement, chasse, grand jete, ball change, weight distribution, plie, use of space, spacial awareness,

<u>Strategy to teach Language:</u> (C4) Written, visual, and oral demonstration

<u>Assessment:</u> (C5) Oral Report: Require students to communicate their understanding of the skills and how they should or should not be demonstrated. Demonstration: Require students to create eight, eight counts of jazz choreography to demonstrate their knowledge of skills through performance.

<u>Strategies for Success:</u> (C6) -dance and choreography videos - daily discussions for reflection and feedback-working in peer groups - always have a backup lesson/extra lessons - record individually <u>Learning Styles Addressed:</u> (C6) Visual – dance photos, videos/ movies Auditory - calling out counts and steps Kinesethid emonstrati on, creating, performin g

<u>Element of Technology:</u> (C6) - create - Comprehend <u>Resources / Materials needed:</u> (C6) - recording device - Access to internet and computer or tv - A good amount of space with mirrors - Jazz shoes - Appropriate music - Notebook and writing utensil

<u>Higher Order Questions to ask:</u> (C6) 1.How does Jazz technique relate to other styles? 2. How do these movements combined with the music make you feel? 3. What is the intention behind the movement?

<u>Hook:</u> (C7) -Famous video clip of the style of Jazz the students will be learning in the lesson

<u>Closure:</u> (C7) -3 new things they learned or did well, 2 things they still have questions about, 1 thing they would have done differently

1. Teacher Input / Direct Instruction / Modeling: (C6)

- I will introduce and review specific jazz terminology
- I will say and demonstrate proper jazz technique
- I will give good and bad examples/yes and no examples
- I will show videos of these yes and no examples

2. Student Activities / Guided Practice: (C6)

- I will teach them proper technique and how to demonstrate movements
- I will teach them a short routine so they can apply what we have learned

3. Independent Practice: (C6)

- Students will work in pairs or small groups giving critiques/feedback on the routine we learn
- Students will record themselves/their pair or group to visually keep track of their progress
- Students will create their own routine demonstrating the knowledge and skills they have learned and perform for the class

Modifications / Accommodations:

- split learning the routine into two days
- slow down the tempo
- practice in groups taking turns reviewing parts
- simplify weight changes/harder movements

Comprehensible Input Techniques: (R6)

- demonstrate how to video, critique the movement, and provide constructive feedback example

Notes:

DELIVERY PLAN

(C8)

OBJECTIVE:

Rigor

After students watch peer jazz videos, they will be able to critique their skills and quality of movement with constructive feedback.

OPENING:

Retrieval

- I will show a video of the style of jazz they will be learning
- They will be given time to jot down things they see and notice

Teacher Input:

- I will introduce and review specific jazz terminology
- I will say and demonstrate proper jazz technique
- I will give good and bad examples/yes and no examples

MODEL:

Routing

- demonstrate and verbalize proper technique and skills
- I will observe and critique a video utilizing proper terminology and knowledge

GUIDED PRACTICE:

Retaining / Rehearsing

- I will teach them proper technique and how to demonstrate movements
- I will teach them a short routine so they can apply what we have learned -I will video the group and students will reflect and

INDEPENDENT PRACTICE:

- Students will work in pairs or small groups giving critiques/feedback on the routine we learn
- Students will record themselves/their pair or group to visually keep track of their progress
- Students will create their own routine demonstrating the knowledge and skills they have learned and perform for the class

CHECK FOR UNDERSTANDING:

Recognizing

- review in groups - observe and assess skills

ASSESSMENT:

- demonstration/performance and written exam

RESOURCES / MATERIALS:

- recording device
- Access to internet and computer or tv
- A good amount of space with mirrors - Jazz shoes - Appropriate music - Notebook and writing utensil

CLOSURE:

Re-exposure

- record videos for reflection and to see growth over time
- incorporate jazz skills into other styles and routines
- Keep a notebook to record strengths and weaknesses, new things learned, and growth