

Presentation Link:

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Date: 4/22/21	Instructor(s): Rebecca Pavelko & Claudia Soga	
Lesson Topic: Earth Day and Isadora Duncan Technique		Grade(s): 2nd grade
Instructional Locations: Dance Classroom		
I. Learning Objectives		
Central Focus of Lesson Paying tribute to Isadora Duncan’s connection to nature on Earth Day, the central focus of this lesson is for students to embody the technical aspects of Duncan’s work (solar plexus and bouncy runs).		
Lesson Objective(s):		Standards Addressed:
<p>Content Objectives:</p> <ol style="list-style-type: none"> Students will be able to identify the location of their solar plexus in their individual rotation station. Students will be able to integrate elements of nature in their execution of finding their solar plexus and bouncy runs. <p>Language Objectives:</p> <ol style="list-style-type: none"> Students will be able to verbally discuss how the integration of the solar plexus and bouncy runs allows them to build a deeper connection to the environment around them. Students will be able to illustrate how their dance movements can change the environment around them through a drawing of their solar plexus. 		<p>New Jersey Student Learning Standards:</p> <p>1.1.2.Cr3 b. Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</p> <p>1.1.2.Pr5 e. Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and nonlocomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).</p> <p>1.1.2.Cn10 b. Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.</p>
Key Vocabulary: Solar Plexus, Bouncy Runs, Open, Lifted, Light, Earth Day		
II. Individual Rotation Lesson Plan Details		
<i>Write a detailed outline of your class session including, for each rotation station, instructional strategies, learning tasks, key questions, key transitions, student supports, assessment strategies, and conclusion. Your outline should be detailed enough that another certified dance teacher could understand them well enough to use them. Include what you will do as a teacher and what your students will be doing in each rotation station. Include a few key time guidelines. Please edit the number and nature of the learning stations as appropriate to your lesson content.</i>		
<p>Central Learning Lab: (All students will come together at the end of class and participate in the Central Learning Lab as the cumulative assignment after being in their individual rotation for the majority of class)</p> <ul style="list-style-type: none"> Students will all enter the central learning lab at the end of the class cycle. This individual learning rotation is for all the students to reconvene at the end of class and watch their Earth Day Dances come to life. The students will watch the video “How Do Plants Grow” by Knowsy Nina, and they will see the process of the seed being planted (bouncy runs that imitated making a hole), 		<p>Number of Minutes</p> <p>15 Minutes</p>

<p>watering the seed (opening of the arms), and the sun for them to grow (the solar plexus of the chest opening up like the rays of sun shining).</p> <ul style="list-style-type: none"> - After the students have watched the short 5-minute video, they will be given a blank outline of a person, where they will locate the solar plexus. The solar plexus and rest of the drawing should outline the dance making experience during the Earth Day Dance. 	
<p>Direct Instruction: (Students who will be placed in this section are developing learners who have grasped the technical aspects of Duncan technique, but need support facilitating choreography)</p> <ul style="list-style-type: none"> - In this Direct Instruction, the instructor will lead students through a Convergent Discovery of the Earth Day Dance. - Students will integrate the technical aspects of Isadora Duncan technique including the bouncy runs and solar plexus with inclusion of the arms. - Students will be given the framework of this choreographic structure, however students will be dancing in a more improvisational score including those structures as the bones. - After the students have gone over the steps, each student will have time to explore making their own flower for Earth Day. - At the halfway mark for the rotation, students will be prompted to answer the question of “Do you feel confident that you know where your solar plexus is?” Students will be handed out a paper with faces on a scale 1-5: 1 being a worried face and 5 being a smiley face. Students will then circle which best represents where they are at. 	<p>15 Minutes</p>
<p>Group Projects: (The students who are placed in the group project are students who have a strong understanding of Isadora Duncan’s technique and experience in dance making experiences)</p> <ul style="list-style-type: none"> - In this Group Project Individual Rotation, students will be engaging in the teaching style of Learner-Initiated. - Students will be given the two techniques of bouncy runs and the solar plexus to create a planting a flower dance for Earth Day. This will be the student’s Earth Day Dance. - Students will have visuals followed by the word to know what techniques are expected of them. - At the halfway mark for the rotation, students will be prompted to answer the question of “Do you feel confident that you know where your solar plexus is?” Students will be handed out a paper with faces on a scale 1-5. 1 being a worried face and 5 being a smiley face. Students will then circle which best represents where they are at. 	<p>15 Minutes</p>
<p>Seminar:</p> <ul style="list-style-type: none"> - In this Seminar Individual Rotation, students will use the learning style, Divergent Production, to engage with the lesson content about Duncan and Earth Day/nature. - Students will recall how their dancing with their solar plexus and bouncy runs brings them closer to understanding nature through a verbal discussion. - Discussion will review Duncan’s love for nature and prompt students to reflect on what it was like dancing about nature. Students will explain their personal experiences and listen to their peers’ personal experiences. 	<p>15 Minutes</p>
<p>Intervention: (The students who are placed in the Intervention section are students who have difficulty understanding Duncan technique concepts and have trouble executing her movement. This section provides students with a more detailed clarification of misconceptions and review of Duncan technique.)</p> <ul style="list-style-type: none"> - In this Intervention Individual Rotations, students will use the learning styles, Cued Response and Practice, to review the fundamental technique concepts of Isadora Duncan (the execution of the solar plexus and bouncy runs). - Students will be guided through a detailed physical and verbal explanation of executing Duncan technique, supported by verbal and visual imagery. - Students will be allowed to ask any questions regarding misconceptions, and the teacher will provide any personal feedback, as they use the Practice learning style to practice the execution of the solar plexus and bouncy runs. 	<p>15 Minutes</p>

<p>- At the halfway mark for the rotation, students will be prompted to answer the question of “Do you feel confident that you know where your solar plexus is?” Students will be handed out a paper with faces on a scale 1-5. 1 being a worried face and 5 being a smiley face. Students will then circle which best represents where they are at.</p>	
<p>III. Research/Theory</p>	
<p><i>Identify research/theory that guided/influenced the development of your lesson.</i></p>	
<p>Spectrum of Styles Analysis</p>	<p>Students will experience a multitude of different learning styles, dependent on their placement in their individual rotation. In the Direct Instruction station, the teacher employs Convergent Discovery as he/she guides students through an improvisation learning task of Duncan technique. The Group Project station is designed with the Learner-Initiated learning style because students are creating a dance from beginning to end on their own. The Intervention station is designed for students who need more of a review and breakdown of Duncan technique, resulting in incorporation of Cued Response and Practice learning styles. Finally, the Seminar and Central Learning Lab stations use Divergent Production to engage students in making personal connections to Duncan technique to Earth Day.</p>
<p>Educational Theory</p>	<p>The educational theorist we have used for our lesson is Theresa Purcell Cone and Stephen L. Cone in their book “<i>Teaching Children Dance.</i>” We used their planning the dance lessons to support our development of the individual rotation labs, which all resulted in ending in a culminating performance for each student. We are using Lori Belilove “<i>Isadora and the Ancient Greeks: Incorporating Isadora and the Greek Ideal into Movement Education,</i>” to introduce us on how to implement concepts such as the solar plexus and bouncy runs into our 1st grade classroom.</p>
<p>IV. Assessment</p>	
<p>Evidence and Formative Assessment of Student Learning: <i>How will you know whether students are making progress toward your learning objective(s) and/or how will you assess the extent to which they have met your objectives(s)? Use the chart below to describe and justify 2 formal or informal assessment strategies that occur in your detailed plan above.</i></p>	
<p>Assessment Strategy #1</p>	
<p>Description of Assessment Strategy #1:</p> <p>“Check-in” This assessment is an informal assessment which is collecting the students' understanding of the solar plexus.</p>	<p>Alignment with Objectives: This assessment is aligned with the objective that addresses students will be able to identify the location of their solar plexus in their individual rotation station.</p> <p>Evidence of Student Understanding: Evidence of the student’s understanding will be in a worksheet handed out to them that has five different facial expressions 1 being a worried face and gradually to 5 being a smiley face. The students will be asked to circle how confident they are in locating their solar plexus.</p> <p>Student Feedback: The reason that this check-in is designed in the middle of the individual rotation station is so that the teacher can gain an understanding of where their students are at in the material, and then address any clarifications.</p>
<p>Assessment Strategy #2</p>	
<p>Description of Assessment Strategy #2:</p> <p>Locating Solar Plexus Drawing</p>	<p>Alignment with Objectives: This assessment is aligned with the last objective for the lesson; Students will be able to illustrate how their dance movements can change the environment around them through a drawing of their solar plexus.</p> <p>Evidence of Student Understanding: Student understanding is evident in the drawing they complete in the Central Learning Lab station. Completion of the drawing with accurate identification of the solar plexus and illustration of their dance experience provides evidence of their understanding.</p> <p>Student Feedback:</p>

	<p>The students will submit this assessment to the teacher who will provide written feedback directly on the back of this assessment. The teacher will provide feedback with one aspect of the student's drawing they did well on and how it was successfully executed in their movement from the class. If a student has misidentified the proper location of the solar plexus in their drawing, the teacher will address this misunderstanding in his/her feedback and provide an optional drawing resubmission. In the next class, the teacher will distribute the drawings with feedback back to each student and verbally comment on general feedback given to the overall class.</p>
V. Supporting Literacy Development Through Language	
<p>Main Language Function: Integrate The main language function of this lesson is integrate. To bring awareness to Earth Day and Duncan's inspiration for movement, students will be exploring Duncan technique from an Earth Day perspective in each station rotation, ultimately integrating the two concepts together.</p>	
<p>Key Learning Task(s): Each station rotation provides a key learning task that focuses on integrating Duncan technique and Earth Day. Depending on where each learner goes determines what learning task they will engage in. In the Direct Instruction station, students will integrate the Duncan technique with Earth Day concepts to create an improvisation utilizing both elements. In the Group Projects station, the students will engage in the same integration; however, this station focuses on making choreography to create a dance. Similarly, the Intervention station will examine the Duncan technique through supports of imagery and visual aides of nature. The Seminar station allows students the opportunity to verbalize their experiences integrating the Duncan technique and nature and how they feel this process has connected them closer to nature. Finally, the Central Learning Lab station provides all students with the opportunity to demonstrate their knowledge of the relationship between Duncan and nature through an illustration.</p>	
<p>Language Supports: The primary language support within our lesson is imagery of planting the flower to understand how the solar plexus works. The other forms of imagery that have to do with nature are the bouncy runs that "dig" a hole for the seeds the students will be planting, and the arms opening up like water sprinkling on the flowers. This idea of imagery also supports Isadora Duncan's love for nature as it has inspired her work. Other language supports that are available to students is drawing their dance making experience, and locating the solar plexus within their drawing. Students will also have the support of the video to help them see themselves as flowers being planted.</p>	