**ARTS IMPACT LESSON PLAN**

**Dance and Social Emotional Learning Infused Lesson**

***Self-management through Dance***

Authors: Gary Reed Grade Level: Intermediate

**Enduring Understanding**

Moving with different levels of light and strong energy can help communicate a range of emotions.

**Lesson Description (Use for family communication and displaying student art)**

*Students will explore how to move with different levels of strong and light energy, and they will use their breath in the process of exploring these different energies. They will reflect on emotions and create a word bank of emotions communicated by different energies and they will create a sequence of gestures that they will dance using a range of strong and light energies. Students will share these with the class, and through a reflection process students will chart how they view different emotions and where they might fall on a scale of light to strong energy.*

**Learning Targets and Assessment Criteria**

**Target:** Moves with a range of energy.

**Criteria:** Shows movements on a scale of light to strong energy.

**Target:** Uses their breath to elevate or decrease the energy in their body.

**Criteria:** Makes slow deep relaxing breaths to lessen the energy in their body and faster forceful breaths to increase the energy in their body.

**Target:** Choreographs a sequence of gestures.

**Criteria:** Creates three movements that they can repeat.

**Target:** Performs their choreography with a range of energies.

**Criteria:** Shares the three movements using three different levels of energy.

**Target:** Notates their choreography, energy levels, and emotions.

**Criteria:** Describes or draws their three gestures, notes three chosen energy levels, and feelings.

**Target:** Reflects and discusses how moving with different energy makes them feel.

**Criteria:** Creates a chart of emotions associated with light and strong energy.

**Learning Standards**

**WA Arts State Grade Level Expectations**

*For the full description of each WA State Arts Grade Level Expectation, see:* [*http://www.k12.wa.us/Arts/Standards*](http://www.k12.wa.us/Arts/Standards)

1.1.3 Elements: Energy

1.2.1 Skills and Techniques: Control, Focus and Concentration

1.4.1 Audience Skills

2.1.1 Creative Process

2.2.1 Performance Process

2.3.1 Responding Process

4.2.1 Dance and Social Emotional Connection

*continued*

**Vocabulary**

Social Emotional Learning:

Emotions

Feelings

Arts:

Breath

Energy/Force

Gestures

Light/Soft

Self-Space

Strong/Heavy

**Materials**

**Museum Artworks or Performance**

### Seattle, WA

Pacific Northwest Ballet

Meany Center for the Performing Arts

### Tacoma, WA

Broadway Center for the Performing Arts

**Materials**

Drum; *Music for Creative Dance, Volumes II & III*; Whiteboard or chart paper and markers; Worksheets and pencils; Class assessment worksheet

*continued*

Video: Man and Mask, by Oskar Schlemmer, Bauhaus, choreographed in 1920’s

[*https://www.youtube.com/watch?v=m40jBghI0To*](https://www.youtube.com/watch?v=m40jBghI0To)

Video: Pygmalion, Trisha Brown 2:50 - 5:00 min.

[*https://www.youtube.com/watch?v=WGXI6j4uRRY*](https://www.youtube.com/watch?v=WGXI6j4uRRY)

Video: Maori Haka Dance

[*https://www.youtube.com/watch?v=BI851yJUQQw*](https://www.youtube.com/watch?v=BI851yJUQQw)

**Social Emotional Learning Standards**

1. Self-Awareness – Individual has the ability to identify and name one’s emotions and their influence on behavior.

2. Self-Management – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.

**Pre-Teach**

**ICON KEY:**

🗏 = Indicates note or reminder for teacher

🗹 = Embedded assessment points in the lesson

Create, safe and creative dancing anchor chart together making a list of agreements so that students can manage their own behavior and to make sure everyone feels comfortable moving and exploring new ideas. Discuss emotions and how we recognize them. Possibly even begin a word bank chart of emotions.

**Lesson Steps Outline**

**1.** Introduce using dance to improve students’ self-management skills.

**2.** Introduce concept of using strong and light energy, with movement gestures to explore different emotions.

🗹 Criteria-based process assessment: Discusses how different energies can show different feelings.

**3.** Lead students in *BrainDance* warm-up using different types of energy.

Music: #20 “Potpourri” from *Music for Creative Dance*, *Volume III,* by

Eric Chappelle

🗹 Criteria-based process assessment: Dances with strong and light energy in BrainDance. Connects emotions with string and light energy.

**4.** Show and discuss videos of gestures and the use of light and strong energy.

🗹 Criteria-based process assessment: Discusses how gestures and energies can show different feelings.

**5.** Explore energy and create a scale of energy or force.

Music: None, just verbal commands to guide or use a drum to accent the amount of energy.

🗹 Criteria-based teacher checklist: Shows movements on a scale of light to strong energy.

Criteria-based self and peer assessment: Connects energy use in dance

to emotions.

**6.** Guide moving with a range of energy or force.

Music: “Raggedy March” from *Music for Creative Dance*, *Volume III,* by

Eric Chappelle

🗹 Criteria-based teacher checklist, self and peer assessment: Shows movements on a scale of light to strong energy. Makes slow deep relaxing breaths to lessen the energy in their body and faster forceful breaths to increase the energy in their body.

**7.** Guide students to create and perform a sequence of gestures using

different energies**.**

Music: “Travel Notes Suite: Balinese Mask” from *Music for Creative Dance*, *Volume II,* byEric Chappelle. “Travel Notes Suite: Indian Incense” from *Music for Creative Dance*, *Volume II,* byEric Chappelle. “Travel Notes Suite: Koto Moment” from *Music for Creative Dance*, *Volume II,* byEric Chappelle.

🗹 Criteria-based teacher checklist, peer assessment: Creates three movements that they can repeat. Shares the three movements using three different levels

of energy.

🗹 Criteria-based reflection: Connects movements with emotions.

**8.** Leads reflection connecting emotions with energy levels.

🗹 Criteria-based teacher checklist, self-assessment: Creates a chart of emotions associated with light and strong energy.

**9.** Ask students to complete a worksheet with gestures and energy levels.

🗹 Criteria-based teacher checklist, self-assessment: Describes or draws their three gestures, notes three chosen energy levels, and feelings.

🗹 Criteria-based reflection: Discusses self-management and dance.

**LESSON STEPS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1. Introduce using dance to improve students’ self-management skills.**

* *Dance provides an excellent opportunity for students to improve their self-management skills. In this class, we will use many techniques to help with this.*
* *First, let’s make a chart of our expectations for dance behavior* (or review existing chart). *That way we can all manage our own behavior as we dance together.*
* *What do we expect of each other as we move safely and creatively together?*
* *We will explore using strong and light energy and the emotions they evoke.*
* *We will also explore how we can manage our movements and emotions using our breathing.*
* *We will utilize self-assessment in this lesson so that you can take charge of managing how you are approaching and achieving the criteria in this lesson.*

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**2. Introduce concept of using strong and light energy, with movement gestures to explore different emotions.**

* *When we eat good foods we are storing up energy in our bodies that we can use when we move our muscles. Think of your body as a furnace and the food is the fuel. But to help the fuel burn we need to add oxygen. We do that by breathing. If we breathe deep and slow we can turn down the furnace and burn less fuel, and if we breathe faster and more forcefully we can turn up the furnace and burn more fuel.*
* *Today we will be exploring how we show emotions using body gestures or movements with strong and light energy. Using the gesture of raising your hand, imagine you are unsure of an answer to a question and you tentatively raise your hand with light or soft energy. Now imagine you are sure of the answer and you raise your hand boldly with strong energy. Same gesture with different feelings. We will also consider how we can use our breath to increase or decrease the energy or force we use.*
* *As we explore these ideas we will be charting the feelings that we notice and we will create a word bank of emotions. Whenever a new emotion is mentioned in class we will add it to our word bank. Later we will rate these words on an energy scale from 1 to 10.*
* *As well as recognizing different energies and feelings in our gestures and movements, we want to be able to change the energy in our gestures and movements to fit our social situations. When would you say it is appropriate to swing your arms wildly from side to side? When would it be appropriate to gently twist to look from one side to another? Both involve rotating the head and spine, but each speaks of different feelings, and therefore each can be appropriate in different situations.*

🗹 Criteria-based process assessment: Discusses how different energies can show different feelings.

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**3.** **Lead students in *BrainDance* warm-up using different types of energy.** (BrainDance originally developed by Anne Green Gilbert, [www.creativedance.org](http://www.creativedance.org), reference: *Brain-Compatible Dance Education,* video: *BrainDance, Variations for Infants through Seniors*).

Music: #20 “Potpourri” from *Music for Creative Dance*, *Volume III,* byEric Chappelle

**Breath** (Before the music begins.)

* *Your muscles and your brain need oxygen, so inhale gently and softly through your nose and exhale through your mouth*. *Breathe deeply and slowly. How does that feel? Now inhale deeply and blow very strongly out, repeating several times. Think about how that feels and when would you be likely to breathe this way. Think about how using your breath can help you change the energy in your body. You can pump it up or ease it down.*

**Tactile** (When the music begins.)

* *Wake up your hands. Tap lightly from the top of your head to face using soft touch on your eyelids, cheeks, and lips. Continue tapping with more force (medium strength) down your arms, torso and legs. Now squeeze your arms legs and torso with strong force. Do not hurt yourself, but be strong.*

**Core-Distal**

*With light energy grow into a big shape and shrink back into a small shape. Now with strong energy grow into a big shape and shrink back into a small shape.*

**Head-Tail**

* *Curl your spine forwards and backwards and forwards and backwards. Use soft or light energy.*
* *Curve from side to side. Use soft or light energy.*

**Upper Half**

* *The top half of your body dances, while the lower half is frozen. Try different gestures like waving, grabbing, throwing, etc. with light energy. Now repeat the same gestures with*

*strong energy.*

**Lower Half**

* *The lower half of your body dances, while the upper half is frozen*. *Try stepping in place, twisting your legs, swinging your legs, jumping, etc. with light energy and then with*

*strong energy.*

**Body-Half Right, then Left**

* *Your left side is frozen and only the right side dances. Stretch, bend, twist, and shake with light energy and then with strong energy.*
* *Now the right side is frozen and the left half dances. Stretch, bend, twist, and shake with light energy and then with strong energy.*

**Cross-Lateral**

* *Reach across your body with each arm; reaching up high, up high, down low, down low. Try several times using both strong and light energy.*

**Eye Tracking**

* *Keep your eyes on your right hand. Gently move it from one side to the other and up and down.*
* *Watch your left hand as you gently move it from side to side and up and down.*

**Spin/Vestibular**

* *Turn with light energy in your body and then freeze in a shape holding still with light energy. Turn the other direction with strong energy in your body and then freeze in a shape holding still with strong energy. Try each direction again using light and strong energy.*

**Breath** (Standing)

* *Breathe softly and quietly. Ease the energy level down in your body.*
* *Please reflect for a moment on how you felt using strong and light energy in our warm up. Did any particular emotions or feelings come up during the warm-up for you? Turn and talk in a pair share about how you felt and describe any emotions you felt.* *Then we will share out and put these emotion words on our chart.*

🗹 Criteria-based process assessment: Dances with strong and light energy in BrainDance. Connects emotions with string and light energy.

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**4. Show and discuss videos of gestures and the use of light and strong energy.**

🗏 Show video and direct discussion. List any emotions or feelings that are mentioned in the discussion on the word bank chart.

Man and Mask, by Oskar Schlemmer, Bauhaus, choreographed in 1920’s

[*https://www.youtube.com/watch?v=m40jBghI0To*](https://www.youtube.com/watch?v=m40jBghI0To)

* *Did you notice how you could understand what was going on in the dance by watching the body movements or gestures of the dancers, even though you could not see their faces? Gestures help us communicate.*

Pygmalion, Trisha Brown (watch 2:50 - 5:00 min.)

[*https://www.youtube.com/watch?v=WGXI6j4uRRY*](https://www.youtube.com/watch?v=WGXI6j4uRRY)

* *What was the primary use of force or energy in this selection? Did it make you think of any particular emotions or feelings?* (Teacher notes these on chart.) *How did the gestures or movements help show those feelings? Can you think of a particular movement the dancers did that supports your idea?*

Video: Maori Haka Dance

[*https://www.youtube.com/watch?v=BI851yJUQQw*](https://www.youtube.com/watch?v=BI851yJUQQw)

* *What was the primary use of force or energy in this selection? Did it make you think of any particular emotions or feelings?* (Teacher notes these on chart.) *How did the gestures help show those feelings? Can you think of a particular movement the dancers did that supports your idea?*

🗹 Criteria-based process assessment: Discusses how gestures and energies can show

different feelings.

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**5. Explore energy and create a scale of energy or force.**

🗏 Invite students to find their own self-spaceand move with very little energy. Chart any emotions mentioned during reflections.

Music: None, just verbal commands to guide or use a drum to accent the amount of energy.

* *What is the least amount of energy you can put in your muscles and still keep moving? Try changing levels with as little force as you can. Try opening and closing very, very gently. Breathe slow and deep to keep the movements very soft. Let’s call this amount of energy “1” on our energy scale. Does this remind you of any emotions?*
* *Move in self-space with as much force as you can safely.*
* *How much more energy can you use in your movements? Start by breathing a little faster and with more force, as if you were pumping up your muscles. Try changing levels with as much force as you can. Try clenching and twisting and wringing your muscles as strongly as you can without hurting yourself.* (When through with this exploration, have students breathe deeply and slowly again to relax their muscles.) *Let’s call this amount of energy “10” on our energy scale. Does this remind you of any emotions?*

🗏 Invite students to move with different amounts of energy according to the energy scale. Call out numbers from 1 to 10, and students respond with appropriate amounts of energy or force in their movements.

* *Now, I will call out a number from our scale and I want you to move in self-space with the corresponding amount of energy or force in your muscles. Remember to use your breath to either release energy from your muscles or pump them up. Try moving your arms with number 2 energy. Now move your legs with 8. Just your hands with 6. Move your spine with 4. Try a few more.*
* *When we are through with our exploration let’s breathe deep and slow for a while to take our energy levels down and now turn and talk to a partner: Were any of these amounts of energy challenging for you? Did any of these explorations remind you of any specific feelings we can add to our chart?*

🗏 After partner talks, share out with whole class and chart any new emotions.

🗹 Criteria-based teacher checklist: Shows movements on a scale of light to strong energy.

Criteria-based self and peer assessment: Connects energy use in dance to emotions.

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**6.** **Guide moving with a range of energy or force.**

🗏 Explain to students that they will be moving across the room changing the amount of energy they use in their chosen movements. One side of the room will be strong energy, relating to number 10 on our scale and the opposite side of the room will be number 1 with soft or light energy. As students move from one side to the other they will gradually change the amount of energy they use to move. Remind students that using their breath will help them shift their use of energy.

Music: “Raggedy March” from *Music for Creative Dance*, *Volume III,* byEric Chappelle

* *Let’s all begin on the soft side, or number 1 side, of the room and slowly walk across to the strong side, letting our muscles use begin with very light energy and then add more and more energy until we are all the way across and we are moving at 10 on our energy scale. It might help to imagine you are walking through air on one side of the room, then through water in the middle, and then through thicker and thicker mud as you approach 10.*
* *Be aware of others around you and make sure everyone has enough space to move without bumping.* (Possibly moving across the room in groups of 4 or 5, space permitting.)
* *Remember that at halfway you should be at a number 5 with your amount of energy. Once across to the room to number 10, breathe deep and slow to calm your body and think about how that felt, and remember it for when we reflect after this activity.*
* *Now let’s move across the room from 10 to 1 using a simple gesture of waving to someone as we move. Start breathing with more force to pump up your muscles and let’s start with lots of energy and resistance in our muscles. Then we’ll use our breath to lighten or soften the waving gesture as we move across the room. How did this feel?*
* *Let’s go back across the room using another gesture going from 1 to 10, such as picking fruit from a tree and putting it in a basket.*
* *Now let’s try going from 10 to 1 using the gesture of brushing your teeth or combing your hair.*
* *Now each of you think of a simple everyday gesture you can do across the room using our scale. When you are not moving, watch your classmates and see what happens to their gestures as they move across the floor. Let’s take turns and have everyone move across the floor doing their own gesture going from 1 to 10 and then back again going from 10 to 1. How did that feel?*
* *Do a pair-share: What did you notice about this activity in your own movements, and what did you notice in other students’ movements? Were there any challenges?*
* *Are there any more emotions or feelings that you thought of to add to our word bank?*

🗹 Criteria-based teacher checklist, self and peer assessment: Shows movements on a scale of light to strong energy. Makes slow deep relaxing breaths to lessen the energy in their body and faster forceful breaths to increase the energy in their body.

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**7. Guide students to create and perform a sequence of gestures using different energies.**

🗏 Invite students to create their own sequences of three gestures that they can repeat. (Teacher could also model this process for the students at this point.) For example: Turn in a circle, bend to tie your shoe, pour a glass of milk and drink. Make sure each student also has a beginning shape to start and an ending shape to finish.Students now pick three different levels of energy from the 1 to 10 energy scale to apply to their sequence of gestures. Have them practice doing their sequence all the way through with each of their chosen levels of energy.

Music: “Travel Notes Suite: Balinese Mask” from *Music for Creative Dance*, *Volume II,* byEric Chappelle. “Travel Notes Suite: Indian Incense” from *Music for Creative Dance*, *Volume II,* byEric Chappelle. “Travel Notes Suite: Koto Moment” from *Music for Creative Dance*, *Volume II,* byEric Chappelle. (Play the music as background for explorations and then ask which piece they would like to accompany

their choreography.)

* *Think about your first level of energy and use your breath to get ready. When I say, ”First level,” do your three gesture sequence and then pause to use your breath to get ready for your second level. When I say, “Second level” do your three gesture sequence again and pause to use your breath to adjust your third energy level. When I say, “Third level”, repeat your three gesture sequence with your final energy level and then finish with your ending shape.*
* *Now that you have tried your sequence with your energy level choices, is there anything you want to change? Are you consistent with your three gestures? Are your energy levels different enough to show us a range of forces? Are your beginning and ending shapes clear?*
* *Find a partner to check your work. We will show our gesture sequences with different energies half the class at a time. Your partner will watch your sequence for consistency, a range of energies, and clear beginning and ending shapes. Then we will switch and you will watch your partner show their work.*

🗏 Lead class in discussion of audience and performer expectations. Direct half of class to watch while half shows, and then repeat with each half switching roles.

* *Talk with your partner and tell them what you saw. Were they consistent with their gestures, varied with their energies, and clear with their shapes? Did any particular emotions come to mind while you were watching? Did any particular emotions come to mind while you*

*were showing?*

🗏 Lead class share out following pair-shares and chart any new emotions that are mentioned.

🗹 Criteria-based teacher checklist, peer assessment: Creates three movements that they can repeat. Shares the three movements using three different levels of energy.

🗹 Criteria-based reflection: Connects movements with emotions.

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**8. Leads reflection connecting emotions with energy levels.**

🗏 Lead students in a group reflection of where they would identify each emotion on their word bank with an energy rating from 1-light to 10-strong. You could place students’ ideas right on their word bank with a single number or a range of numbers. (For example: Shy 1-3) Remind students that this process is very subjective and others may feel things differently than they do. If students are familiar with the “RULER, Mood Meter” they can use that to rate the emotions they have identified.

* *Now that we have had a chance to explore different energy levels and gestures, let’s go back to our word bank chart of feelings and emotions. Let’s now see if we can find where these emotions might fit on our energy scale (or Mood Meter). As we go down our list, think of what number or range of numbers might best fit each feeling. Raise your hand to tell me your thoughts for each emotion. We will see if we have a consensus. Remember, we each feel things differently and might have a range of responses.*
* *Turn and talk with a partner. How can you use this activity to help manage your own feelings in relationship to others? When is it appropriate to use the different ranges of energies with*

*our feelings?*

* *Breathing is a powerful self-management tool. Turn and talk to a partner about a possible situation where you might use your breath to increase or upshift your energy and change your emotional state. What is another situation where you might use your breath to decrease or downshift your energy level to change your emotional state. After talking with a friend let’s share out with the class.*

🗹 Criteria-based teacher checklist, self-assessment: Creates a chart of emotions associated with light and strong energy.

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**9. Ask students to complete a worksheet with gestures and energy levels.**

* *On your worksheet, list your three gesture choices with either a written description or drawing.*
* *List the three levels of energy used in your dance.*
* *Reflect and list an emotion that* ***could*** *be associated with each of your three energy levels.*
* *When you are finished with your worksheet, let’s conclude by having a discussion about how the techniques used in this lesson could help you with self-management.*

🗹 Criteria-based teacher checklist, self-assessment: Describes or draws their three gestures, notes three chosen energy levels, and feelings.

🗹 Criteria-based reflection: Discusses self-management and dance.

***Self-management through Dance* Worksheet**

Name: Date:

**Describe or draw your first gesture:**

**Describe or draw your second gesture:**

**Describe or draw your third gesture:**

**List your three different levels of energy from 1-10.**

**First level: \_\_\_\_\_\_\_\_**

**Second level: \_\_\_\_\_\_\_**

**Third level: \_\_\_\_\_\_\_**

**What emotions could you associate with each of the three levels of energy you used?**

**First level: \_\_\_\_\_\_\_\_\_\_**

**Second level: \_\_\_\_\_\_\_\_\_**

**Third level: \_\_\_\_\_\_\_\_\_**

**ARTS IMPACT LESSON PLAN Dance and Social and Emotional Learning Infused Lesson**

*Self-management through Dance*

**CLASS ASSESSMENT WORKSHEET**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Disciplines | **DANCE** | **DANCE and SEL** | **DANCE** | **DANCE and SEL** | **DANCE and SEL** | **SEL** | Total  6 |
| Concept | Energy | Breath | Gesture | Energy | Energy and Emotions | Emotions |
| Criteria  Student Name | Shows movements on a scale of light to strong energy. | Makes slow deep relaxing breaths to lessen the energy in their body and faster forceful breaths to increase the energy in their body. | Creates three move-ments that they can repeat. | Shares the three movements using three different levels of energy. | Describes or draws their three gestures, notes three chosen energy levels, and  feelings. | Creates a chart of emotions associated with light and strong energy. |
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*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between dance and social emotional learning?*

Teacher: Date:

**ARTS IMPACT FAMILY LETTER**

DANCE AND SOCIAL AND EMOTIONAL LEARNING INFUSED LESSON: *Self-management through Dance*

Dear Family:

Today your child participated in an **Arts and Social Emotional Learning** Infused lesson. We talked about Dance is an excellent opportunity for us to build and practice our self-management skills.

* We discovered how to dance with string and light energy.
* We learned how breathing can help us explore different energies and control our feelings.
* We charted a list of emotions and connected energy with emotions.
* We created a sequence of gestures and danced the sequence with a range of energy.

At home, you could do breathing exercises together. You could relate how you are feeling when you are using strong energy and how you are feeling when you use light energy.

**Enduring Understanding**

Moving with different levels of light and strong energy can help communicate a range of emotions.