GCS AIA Integrated Lesson Plan

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| Subject: Dance/ Science/ Grade: 1st | Topic: Skeleton Lesson |
| Teacher: Waegerle / Williams | Date: September 2018 |

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| NC Standard Course of Study Essential Standard:*Connecting to:* RI 1.3 Describe the connection between two individuals, events, ideas or pieces of information in a text.*CKLA link:*- Describe the connection between the skeleton and the ability to move one’s body- Categorize and organize facts about the skeletal system- Add information to the  kwl chart- Ask and answer questions about the body’s frameworkNC Standard Course of Study **Arts** Essential Standard: 1.DM.1 Understand how to use movement skills in dance. NC Standard Course of Study Clarifying Objective:1.DM.1.1 Identify body parts, their range of motion, and use of body center. 1.C.1.2 Understand connections between dance and concepts in other curricular areas.  |
| Content Vocabulary: protection, support, movement, skeleton,  | **Shared Vocabulary**:protection, support, movement, skull, rib cage, spinal column(backbone), humerous, femur, phalanges(fingers) tarsals (toes), skeleton | Arts Vocabulary: dance controls, voice, body, space, respect, skeleton, melt, rise, twist, bend, roll, low, high and breath  |
| Assessment: typePre-assessment- Q & AFormative- guided practice with dancer answers, observeSummative- Q & A performance of skeleton dance (3 parts)  | Arts Assessment: able to improvise from guided questions |
| Multiple Intelligences/Means of Representation/Action/Expression:Linguistic (vocabulary/ speak / Q & A) Kinesthetic (movement expression of skeleton, ideas and quality of movement)  |

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| **Activity** |  | **Materials and Time** |
| 1. Focus and Review (Establish prior knowledge)
 | Dance Controls- voice, body and space. Warm-up using controls with a focus on use of body parts (head/skull, arms/ **humerus**, hands/ **Phalanges**, legs/femur)- precursor to focus of class | \_\_5\_\_minutes |
| II. Statement (Inform student of objectives) | Today we are going to work on a dance based on our bones. Let’s think about what you know about bones…Students state all they know as a whole class. | \_\_\_1\_ minutes |
| III. Teacher Input (Present tasks, information, and guidance) | We are going to make a dance that helps us remember things about our skeleton. | \_\_1\_\_ minutes |
| IV. Guided Practice (Elicit performance, provide assessment and feedback) | Skeleton **protects**: skull – brain, rib cage – heart and guts, spinal column / spinal cordStructure provides **structure** – so that we can stand, tilt, turnBones help us **move** along with our musclesCreate class sequence:* Protect- students select order
* Structure-from low level to standing- students select bones that they highlight
* Special dance moves – tilt, turn, roll etc.
 | \_17\_\_\_ minutes |
| V. Independent Practice -- Seatwork and Homework (Retention and transfer) | Perform as a whole class – with some cues\*looking for dance controls, doing your best, starting and ending in a still position.Divide and perform for each other – observation task for audienceUse skeleton as a formative assessment. Touch bones and have students name and show movement.  | \_\_3\_\_minutes |
| VI. Closure (Plan for maintenance) | What was our focus today?What does our skeleton do? | \_\_\_3\_minutes |

**Self- Check for integration** *“A truly integrated lesson or unit has learning targets from both content areas (arts and non-arts), instruction in both areas, and assessment in both areas.”*

***Assessments for Dance*** *– created a dance phrase highlighting the following depth of knowledge items:*

*critical thinking question- what would we look like and move like if we did not have a skeleton*

*dance phrase focusing on parts of the skeleton that protect the brain (skull), lungs and heart (rib cage) spinal column (spine)*

*dance phrase with isolations of specific bones: pelvis(equate with hips), phalanges (fingers), femur (march and tap)*

*Students were able to improvise with guided instruction, help create parts of skeleton dance, show protective capacities of specific skeletal parts, move with music, make individual creative movement decisions and the answer specific questions about bone identification on a skeleton prop.*

***Assessments for ELA****- connected reading with dance experience. The reading helped with a base vocabulary and understanding of the importance and function of the skeleton.*