

Concept based 5-part lesson plan

(Dance)

Dance Concepts Examples: Place (self v general), Level (high, middle, low), Energy (sharp v smooth), Direction (forward, backwards, sideways, up, down), Pathway (straight, curved, zig zag), Size (big, medium, little), Focus (single/ multi), Speed (fast, medium, slow), Weight (strong/ light), Flow (free/ bound), Body Parts, Relationships, Balance (on/ off)

I. Warm-up (Mind & Body)= BrainDance

**BrainDance is a movement structure based on the developmental patterns humans are programmed to move through in the first years of life. It rewires, focuses, and strengthens the brain and body.*

*Can be based on the concept of the day or not

-Breath

-Tactile

-Core-Distal

-Head-Tail

-Upper-Lower

-Body-Side

-Cross Lateral

-Vestibular

-----INTRODUCE THE CONCEPT: In this section of the lesson plan, the professor would define, and briefly explain the concept of the day, while incorporating a “see, say, do” method of learning.

II. Explore the Concept

*In this section of the class students explore the concept through problem solving and improvisation. Movement explorations are structured to encourage new ways of exploring the concept, either by themselves or with partners/ groups, with the goal of developing cognitive, physical, creative and social skills. Students alternate following specific instructions with movements of their own choice, by learning new ways of exploring the concept from the teacher and then manipulate their movements using their own creative ideas.

EX: If the concept is levels, cue the students to move at those different levels varying speed, direction, energy, etc.

If the concept is speed, they can mirror/ shadow their partner with each one leading a different speed.

III. Developing Skills

*Students practice and develop technical skills that integrate the concept. Often Brain Compatible Teaching Methods are incorporated (facing away from the mirror, changing spots in the space, working with partners, starting left v right, etc)

EX: If the concept is direction, tendus can be practiced in all directions (forward, sideways, backwards) with a relevé in between to add up and down
If the concept is size, dancers can practice various leaps little, medium and big.

IV. Creating

*After Developing Skills, students are ready to show what they learned in previous sections of the lesson by creating their own dances. They solve structured movement problems through improvisation or create set movement studies and dances through choreography, taking ownership of the material and concept of the day.

V. Cool Down

*Bringing closure to the class through reflection, stretching, sharing, etc. It provides a transition for leaving the space or moving on to the next subject area.

Resources

Gilbert, Anne G. 2019. *Brain-Compatible Dance Education*, 2nd ed. Champaign, IL: Human Kinetics.

Gilbert, Anne G. 1992. *Creative Dance for All Ages*. Reston, VA: The American Alliance for Health, Physical Education, Recreation and Dance.

If you would like to request pdfs of the sample lesson plans from other disciplines (Math, English, Science), please email slemarquand@ut.edu.