

<b>Lesson 1: Verdi</b> <b>Element of Compassion: Empathy and Understanding</b> <b>Dance Content (BESSR): Effort qualities (sudden and sustained time, strong and light weight);</b> <b>Relationship (partner mirroring and shadowing).</b>				
Time	Activity/ Content/ Describe Activity	Formation	Thinking & knowledge supported	Teaching Needs
10 minutes  Basic Classroom Guidelines  Thematic Discussion	<b>Introduction:</b> Remove shoes and sit in circle. Everyone share your name and tell me one thing that is unique about yourself. Discuss procedures 1. Safe space: Look around the room, what do you see that you think would be important to stay away from while dancing? Chairs, instruments, bookshelves, other students. 2. Talking: In dance class, it is very important to listen to directions so that you will be able to create your own movement. 3. Understanding: What does understanding look like? How do we show understanding to each other? Make a list of the ways you are understanding	Circle (seated)	Students will follow directions, learn basic classroom rules and routine in order to make class more efficient.	Paper and markers to make list.
10 minutes  Getting moving	<b>Warm Up:</b> Learn the warm-up dances. What is the importance of warming up our bodies? We must get our muscles warm before we use them so that we can prevent injury, have better control over our bodies. Seated Warm Up dance: In the dance students stretch, bend, twist and reach.	Circle (seated) Scattered	The students will begin to memorize a specific warm-up that they will repeat each class. This warm up builds community while emphasizing musicality.	Eric Chappelle Volume 1 CD: 1, 10
10 minutes  Reading to Generate Literacy	<b>Literature Connection:</b> Read the book Verdi. Identify movement elements within story. How do young snakes move? How do old snakes move? Do young and old people move similarly (slowly and quickly)? Why is that? How did Verdi learn to enjoy and accept both ways of moving once he experienced the ways that green snakes move? Is it important that we accept the ways that others move or dance?	Circle (seated)	The students will discover differences in movement qualities of young and old people through “Verdi.”	Book: “Verdi”
5 minutes  Quick and Sustained	<b>Dance Adaptation TIME Effort</b> <b>Yellow Snake – Green Snake</b> How did Verdi move when he was yellow and young? Sudden, strong.	Scattered	The students will learn about effort qualities associated with age through	Eric Chappelle Volume 1 CD: 9, 14

Effort Qualities	How did he move when he was green and older? Sustained, light. Dancers explore moving quickly and slowly. How their bodies need to calm down and focus in order to move slowly and to need to become more open and free to move quickly. Dancers move in one place and around the room while responding to music representing different tempos. Remember to dance in safe space.		movement discovered in “Verdi.”	
5-10 minutes  Feeling Others’ Movement	<b>Empathy in Dance:</b> During this dance activity, we will move in all the ways that feel good on our bodies. We can move fast and slow, big and little. You will find a partner and become their shadow. As you shadow your partner you will follow and copy them as they dance. Try to copy the other person’s movement exactly and be accepting of really interesting ways that they can move. Make sure you use a safe distance from your partner. Then we will switch and your partner will become the leader and you will become their shadow.	Pairs, Scattered	The students will share in others’ movement styles, learning to be accepting of others’ differences.	Eric Chappelle Volume 1 CD: 16
5-10 minutes  Reflection	<b>Conclusion:</b> Describe the ways that your partner moves? How did dancing like your partner feel? What did you discover about yourself as a leader and as a shadow? Did you and your partner have different movement qualities? Describe one movement that your partner did that was your favorite? Which effort quality did you like best? Why? What physical factors may have played a role in that? Energy, tiredness, excitement.	Circle (seated)	Students will discuss effort qualities which they examined in class. They will then create their own individual dances to meet criteria.	Eric Chappelle Volume 1 CD: 4
2 minutes Partner	<b>Partner Gratitude:</b> Tell your partner a favorite movement in your dance together. Share with your partner a discovery you have made about them as a friend. Thank your partner for dancing together today.	Seated scattered with partners	Students will discuss discoveries and appreciation that they have for their partner.	