

2024–2025 Weekly Lesson Planning Document



Week Monday, September 2 through Friday, September 6

EDUCATOR'S NAME: Christin Lewis SUBJECT: CAPA Dance 6th & 7th Period

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s): (It is suggested that you use your curriculum map.)	Ballet Technique & Choreography *Note: students will take ballet technique 4xs per week. Students repeat the same ballet class (2 days in row) to ensure mastery of concepts.	Ballet Technique & Choreography	Choreography & Performance	Ballet Technique & Choreography	Ballet Technique & Choreography
TN Standard(s): Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.	HS1.D.P3. A Identify performance etiquette and performance practices during class, rehearsal and performance. HS4.D.P1.B Use multiple and complex rhythms at the same time. Work with and against rhythm of accompaniment or sound environment. HS4.D.P2.A Apply technical and performance skills in complex choreography when performing a solo, duet or ensemble work in a variety of dance genres.				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. Write the objective in student friendly terms. For example, I can multiply binomials. This is should also be on your Whiteboard Protocol. What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem... I CAN....	Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and non locomotor/axial movement. Demonstrate rhythmic acuity and musicality Refine technique through teacher directed corrections & self evaluations/self corrections. Identify and use appropriate dance terminology, correct studio and performance etiquette and understand the basic elements of performance and production.	Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and non locomotor/axial movement. Demonstrate rhythmic acuity and musicality Refine technique through teacher directed corrections & self evaluations/self corrections. Identify and use appropriate dance terminology, correct studio and performance etiquette and understand the basic elements of performance and production. Review saute' arabesque and saute passe'	Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and non locomotor/axial movement. Demonstrate rhythmic acuity and musicality Refine technique through teacher directed corrections & self evaluations/self corrections. Identify and use appropriate dance terminology, correct studio and performance etiquette and understand the basic elements of performance and production. Work on choreography for performances.	Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and non locomotor/axial movement. Demonstrate rhythmic acuity and musicality Refine technique through teacher directed corrections & self evaluations/self corrections. Identify and use appropriate dance terminology, correct studio and performance etiquette and understand the basic elements of performance and production. Learn Assemble	Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and non locomotor/axial movement. Demonstrate rhythmic acuity and musicality Refine technique through teacher directed corrections & self evaluations/self corrections. Identify and use appropriate dance terminology, correct studio and performance etiquette and understand the basic elements of performance and production. Review Assemble

Possible Misconception (s): What misconception(s) are you anticipating during this lesson?	Improper body alignment	lack of execution of step	Students not understanding the importance of second wind in choreography/performance.	improper body alignment	lack of execution of step
Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.	Enter the classroom, change into appropriate attire, sit in assigned area, complete questions on board and/or mirror; warmup	Enter the classroom, change into appropriate attire, sit in assigned area, complete questions on board and/or mirror; warmup	Enter the classroom, change into appropriate attire, sit in assigned area, complete questions on board and/or mirror; warmup	Enter the classroom, change into appropriate attire, sit in assigned area, complete questions on board and/or mirror; warmup	Enter the classroom, change into appropriate attire, sit in assigned area, complete questions on board and/or mirror; warmup
Agenda for the Day Simple outline of lesson segments or activities that is time stamped. Teacher/class should take 2 minutes or less to review.	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes) Item 5 (minutes) Item 6 (minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes) Item 5 (minutes) Item 6 (minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes) Item 5 (minutes) Item 6 (minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes) Item 5 (minutes) Item 6 (minutes) 	<ul style="list-style-type: none"> Do Now (8 minutes) Review Learning Objective (minutes) Item 3 (minutes) Item 4 (minutes) Item 5 (minutes) Item 6 (minutes)
Beginning of Lesson I Do Science: Engage & Explore	<p>Teachers demonstrate each combination with counts and music.</p> <p>Checks for understanding- The teacher asks students to mark each combination with and without music. Teachers ask students do they have any questions about the combination.</p>	<p>Teachers demonstrate each combination with counts and music.</p> <p>Checks for understanding- The teacher asks students to mark each combination with and without music. Teachers ask students do they have any questions about the combination.</p>	<p>Teachers demonstrate each combination with counts and music.</p> <p>Checks for understanding- The teacher asks students to mark each combination with and without music. Teachers ask students do they have any questions about the combination.</p>	<p>Teachers demonstrate each combination with counts and music.</p> <p>Checks for understanding- The teacher asks students to mark each combination with and without music. Teachers ask students do they have any questions about the combination.</p>	<p>Teachers demonstrate each combination with counts and music.</p> <p>Checks for understanding- The teacher asks students to mark each combination with and without music. Teachers ask students do they have any questions about the combination.</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>We Do: Mark each combination with music.</p> <p>Checks for understanding- teacher observation and feedback *individually and the whole class. Students must apply corrections immediately.</p>	<p>We Do: Mark each combination with music.</p> <p>Checks for understanding- teacher observation and feedback *individually and the whole class. Students must apply corrections immediately.</p>	<p>We Do: Mark each combination with music.</p> <p>Checks for understanding- teacher observation and feedback *individually and the whole class. Students must apply corrections immediately.</p>	<p>We Do: Mark each combination with music.</p> <p>Checks for understanding- teacher observation and feedback *individually and the whole class. Students must apply corrections immediately.</p>	<p>We Do: Mark each combination with music.</p> <p>Checks for understanding- teacher observation and feedback *individually and the whole class. Students must apply corrections immediately.</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>You do Independently: Perform each combination with music on both sides as a class.</p> <p>Checks for understanding- teacher observation and feedback. Apply corrections immediately (whole class & individually)</p>	<p>You do Independently: Perform each combination with music on both sides as a class.</p> <p>Checks for understanding- teacher observation and feedback. Apply corrections immediately (whole class & individually)</p>	<p>You do Independently: Perform each combination with music on both sides as a class.</p> <p>Checks for understanding- teacher observation and feedback. Apply corrections immediately (whole class & individually)</p>	<p>You do Independently: Perform each combination with music on both sides as a class.</p> <p>Checks for understanding- teacher observation and feedback. Apply corrections immediately (whole class & individually)</p>	<p>You do Independently: Perform each combination with music on both sides as a class.</p> <p>Checks for understanding- teacher observation and feedback. Apply corrections immediately (whole class & individually)</p>
<p>(05 MINUTES MAX) Literacy Based closing activity: Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.</p>	<p><i>How has ballet technique been beneficial for your growth in performance?</i></p>	<p><i>Why is ballet technique challenging for emerging dancers?</i></p>	<p><i>What is your goal this week in dance class?</i></p> <p><i>How do you plan to master choreography for class, rehearsal and performances?</i></p>	<p><i>What steps are you struggling with in ballet?</i></p>	<p><i>What are some things you can do at home to enhance your technique?</i></p>
<p>SPED Modification (s): What modifications are being made to accommodate the students receiving special services?</p>	<p>modified movements based on students progression with technique/peer grouping</p>	<p>modified movements based on students progression with technique/peer grouping</p>	<p>modified movements based on students progression with technique/peer grouping</p>	<p>modified movements based on students progression with technique/peer grouping</p>	<p>modified movements based on students progression with technique/peer grouping</p>

ESL Modification (s): What modifications are being made to accommodate the students receiving special services?	Peer grouping/teacher support	Peer grouping/teacher support	Peer grouping/teacher support	Peer grouping/teacher support	Peer grouping/teacher support
Assessment (s): How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc.	Observation & feedback; combinations or choreography for performances or rehearsals	Observation & feedback; combinations or choreography for performances or rehearsals	Observation & feedback; combinations or choreography for performances or rehearsals	Observation & feedback; combinations or choreography for performances or rehearsals	Observation & feedback; combinations or choreography for performances or rehearsals
Corrective Activity (s): What will I do if the student doesn't understand the lesson?	Reteach technique or choreography	Reteach technique or choreography	Reteach technique or choreography	Reteach technique or choreography	Reteach technique or choreography
Extension/Enrichment Activity (s): What will I do with students who understand quicker than others?	Teach advanced steps/movements for what students are currently learning.	Teach advanced steps/movements for what students are currently learning.	Teach advanced steps/movements for what students are currently learning.	Teach advanced steps/movements for what students are currently learning.	Teach advanced steps/movements for what students are currently learning.
Technology Integration: How will the students use technology to help them master the objective.	Show sample ballet class via YouTube in class or for homework assignment	Show sample ballet class via YouTube in class or for homework assignment	Show sample performance video of dancers performing full out.	Show sample ballet class via YouTube in class or for homework assignment	Show sample ballet class via YouTube in class or for homework assignment