# Overton High School- Station Rotation Lesson Plan

**Subject: \_\_\_\_\_Dance\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_Mrs. L. Stewart\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Learning Goals / PBO(s) *What will students be able to do after rotating through stations?(Standards based)* | Week of: |
| SWBAT develop and refine artistic techniques IOT present precise pieces of movement. | August 15-19 |

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| Opening / Whole Group Instruction *How will you begin the lesson? What information needs to be provided before the students rotate through stations?* |
| Dancers will dress out and begin stretching, reviewing vocabulary, or reviewing movements.  Dancers will submit weekly “check-ins”, vocabulary, or any other paperwork.  Whole group Instruction-  Stretch as a whole group.  Review vocabulary ( verbally and through demonstration)  Review movements  Begin teaching a new step/movement that can be added to already learned movements. |

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| Stations *(Gradual Release)* | Teacher Led *(I Do)* | Small Group Collaboration *(We Do)* | Tech Infused *(You Do)* |
| **Time at Station** | 15 minutes | 15 minutes | 15 minutes |
| **Skill or Knowledge students will learn at this station** | Teacher directed review of previously learned skills and make corrections as needed. | Dancers will work in small groups to assist one another in problem areas. | Dancers will learn vocabulary that is being used in the steps being taught. |
| **Description of the activity and assessment plan** | \*Walking-on toes, on beat  \*Step ball change- step back front, on toes, on beat  \*Lyndy-1 and 2 back front  Step ball change back front  ON TOES, ON BEAT | Dancers will work together in small groups to work on problem areas which could be rhythm, leaving out steps, not being on their toes, or just not knowing the steps. | Dancers will be given a list of words they must define, draw a picture of if applicable, and demonstrate each word.  Words will be on the wall and dancers can use their computers, phones, or books to define each word. |
| **Necessary resources** | Dress out clothes | None | Pencil/pen  Paper  Computer, phone, book |
| **Differentiation if applicable** | None at this point. | Groups will be pre-set with a dancer who is excelling in each of the groups. | None at this point. |

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| Closing / Whole Group *How will you close out the lesson?* |
| All dancers will be able go over the dance steps with better knowledge and understanding of the movements. Mistakes should be easy to fix now they are more aware of the steps and how to do them. |

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| Data Collection *What data will be used to identify individual student progress?* |
| **Teacher observation on a daily basis. This observation is to assure improvement is being made.**  **Skills assessment (as a group) on Friday. This assessment is being used to make sure dancers can perform the movements correctly.**  **Weekly “Check In” will be sent home every Friday (for the 1st month). This form allows parents to be aware of what their child is doing in class on a daily basis.**  **Vocabulary must be turned in on Friday for a grade. This will assure that dancers know what they are doing and can explain .** |
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| **Resources:**  [ELA Sample Schedules](https://drive.google.com/file/d/1OnkzxLyECv1Z4f4iBSikWMwVCXfKkaO8/view?usp=sharing) / [Math Sample Schedules](https://drive.google.com/file/d/1wHg0F0x9wTjBfA7CbiaBdjT-qzDqAUa4/view?usp=sharing) / [Science Sample Schedules](https://drive.google.com/file/d/1I-fLEXolrSliatg4zJIHKbmp9kF6UZwv/view?usp=sharing) |