

LESSON PLAN TEMPLATE FOR DANCE EDUCATION 2026

1. Your Name/Cooperating Teacher's Name: Alyssa Casamassa/Valerie Ramsey

Grade/Age/Level of Students: 3-5 / 8-11 / Beginner

Lesson # 1 of 4

2.LESSON TITLE: Introduction to Improvisation

DATE: 4/30/26

UNIT OF STUDY:Improvisation

Main Theme of Unit: Exploring how we can create movement in the moment using creativity, choice, and different movement ideas

3. MAIN THEME OF LESSON: Understanding what improvisation is and exploring how to create movement freely without planning

4.ESSENTIAL QUESTIONS:

What is improvisation in dance?

How can we create movement without planning it first?

How can we make creative choices in the moment?

1. Learning Objectives: (Students will be able to..by/through...)

- *understand and define improvisation*
- *explore creating movement without set choreography*
- *respond to prompts to guide movement choices*

Dance Standards Addressed

DA:Cr1.1.3-5 Generate movement ideas using imagination

DA:Cr2.1.3-5 Explore movement through improvisation

DA:Pr4.1.3-5 Perform movement with awareness and intent

6.New York State Teaching and Learning Standards:

Knowledge of Students and Student Learning

Instructional Practice

Assessment for Student Learning

7. BluePrints for Teaching and Learning in Dance

Dance Making

Students create spontaneous movement through guided improvisation

Developing Dance Literacy

Students learn vocabulary such as improvisation, choice, and creativity

Making Connections

Students connect movement to imagination, feelings, and prompts

8. COMMON CORE AND/OR CROSS-CURRICULAR STANDARDS ADDRESSED:

ELA Connection: Expressing ideas and imagination

Social Skills: Confidence and risk-taking

9. DISCIPLINE-SPECIFIC VOCABULARY:

Improvisation

Choice

Creative Movement

Fast

Slow

Big

Small

Levels

Pathways

10. INSTRUCTIONAL MATERIALS, RESOURCES AND TECHNOLOGIES

(materials used in research, planning and/or instruction)

MATERIALS:

- **Texts, Music:** Music: different forms of music, different tempos and moods

11. DEVELOPMENTAL INFORMATION:

- *Students develop creativity, confidence, and decision making skills. They begin to take risks in movement and explore personal expression.*

12. INSTRUCTIONAL SUPPORTS:

The DE models improvisation first to reduce fear

The DE provides structured prompts to guide movement

The DE encourages all responses and builds a safe environment

The DE circulates and supports students

LEARNING SEQUENCE

13. PRIOR KNOWLEDGE:

Students have experience creating movement (motif unit) but are used to more structured choreography rather than free movement.

14. INTRODUCTION:

●—Motivation:

DE asks:

“Have you ever made something up on the spot?”

“What does it mean to improvise?”

Students respond

DE explains:

“Improvisation means making movement up in the moment without planning it.”

DE reassures:

! “There are no wrong answers in improvisation.” !

15. WARM-UP/INTRODUCTORY ACTIVITY:

Students move freely in space

DE gives simple prompts:

“Move fast!”

“Move slow!”

“Move big!”

“Move small!”

Then combine:

“Move big and slow!”

“Move small and fast!”

Builds comfort with responding quickly !

16. EXPLORATION:

Students improvise to music

DE gives prompts:

“Move like you are in water”

“Move like you are super heavy”

“Move like you are floating”

Students explore different qualities

Next:

Students choose their own way to move based on how the music feels

17. DEVELOPMENT:

Students work independently first

Then move into partner mirroring activity:

One student moves, the other follows

Switch roles

:

watching

responding

making choices in the moment

DE encourages creativity and risk-taking

18. SHARING:

Volunteers share short improvisations

Class responds:

“What did you notice?”

“How did they move?”

DE keeps it positive and observational

19. CONCLUSION:

DE asks:

“What is improvisation?”

“Was it easy or hard to not plan?”

Students reflect

DE closes:

“Improvisation is about trusting yourself and your ideas.”

ASSESSMENTS OF LEARNING OBJECTIVES

FORMATIVE & SUMMATIVE ASSESSMENT:

20. Type of assessment: *(This can be teacher observation and inquiry, self or peer assessment or a written assessment.)*

Teacher observation, participation

Criteria	3 – Meets Expectations	2 – Developing	1 – Beginning
Participation	Fully engaged	Participates with support	Limited participation
Creativity	Takes risks, varied movement	Some variety	Limited movement
Response to Prompts	Clearly responds	Some response	No clear response

Criteria:

- *Did the student engage in improvisation?*
- *Did the student respond to prompts?*
- *Did the student show creative movement choices?*

21. Teacher Skill Development: DE is focusing in creating a safe environment where students feel comfortable taking risks and building confidence in movement.

22. Revisions for Re-implementation: *If reteaching, DE may:*

- *provide more structured prompts*
- *model more examples*
- *allow students to work in smaller groups first, instead of alone right away*

23. Reminder to do: Next lesson, students will explore improvisation using specific elements like levels and pathways to guide their movement