

LESSON PLAN TEMPLATE FOR DANCE EDUCATION 2026

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

Grade/Age/Level of Students: K-2 / 5-7 / Beginner

Lesson # 2 of 4

2.LESSON TITLE: Dancing Our Emotions

DATE: 4/30/26

UNIT OF STUDY: Opposites & Expression Through Movement

Main Theme of Unit: Exploring how we can express ideas and feelings through movement using different themes like animals and emotions

3. MAIN THEME OF LESSON: *Understanding how we can show emotions through movement and how the same movement can look different depending on how we feel*

4.ESSENTIAL QUESTIONS:

What emotions can we show through movement?

How can the same movement change depending on our feeling?

How can opposite feelings change an entire dance?

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

- *identify different emotions through words*
- *show emotions through movement quality*
- *learn and perform a short movement phrase (reach, spin, jump)*
- *change movement based on a chosen emotion*

Dance Standards Addressed

DA:Cr1.1.K-2 Generate movement ideas using imagination

DA:Cr2.1.K-2 Explore movement through improvisation

DA:Pr4.1.K-2 Perform movement with expression

6.New York State Teaching and Learning Standards:

Knowledge of Students and Student Learning

Students connect movement to emotions they already know

Instructional Practice

Teacher models movement and gives guided activities

Assessment for Student Learning

Teacher observes participation, expression, and partner work

7. BluePrints for Teaching and Learning in Dance

Dance Making

Students create movement based on emotions

Developing Dance Literacy

Students learn vocabulary like emotion and expression

Making Connections

Students connect movement to feelings from their own lives

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

ELA Connection: expressing ideas and feelings

Social Skills: working with a partner sharing ideas

9. DISCIPLINE-SPECIFIC VOCABULARY:

Emotion

Expression

Movement

Angry

Calm

Sad

Happy

Excited

Mad

Feeling

Change

Opposite

Energy

Fast

Slow

Strong

Soft

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 based on emotion.
Follow-along emotion dance video

11. DEVELOPMENTAL INFORMATION:

- *Students are learning how to connect movement to feelings. They are building confidence expressing themselves and beginning to understand that movement can have meaning.*

12. INSTRUCTIONAL SUPPORTS:

The DE models movement and emotions
 The DE uses a follow along video to support learning
 The DE gives clear examples and prompts
 The DE circulates and supports students

LEARNING SEQUENCE

13. PRIOR KNOWLEDGE:

Students have explored movement through animals in the previous lesson and understand that movement can represent something

14. INTRODUCTION:

●—**Motivation:**

DE asks:

“What is an emotion?”

“Can you show me a feeling with your face or body?”

Students respond

DE explains:

“Today we are going to use our bodies to show emotions through dance.”

DE reassures:

“There is no wrong way to show a feeling!”

15. WARM-UP/INTRODUCTORY ACTIVITY:

Students watch and follow along with a video of dancers moving to different emotions

Throughout video, DE talks about the different emotions that come up

After video, DE asks:

“What emotions did you see?”

“How did their movement change?”

Students begin to understand how movement connects to feeling

16. EXPLORATION:

Students play “magic drum” freely to music

DE explains that students have to dance based on the music, if it is a more soft piano song, perhaps it is a sad emotion. Compared to a more up beat song, it is happy.

The rules are, once you hear the drum you freeze in a pose for that emotion. Then music starts again with a new song/emotion

During students frozen, DE circulates “fixing” some students poses (to make them laugh)

Students explore different ways to express feelings through movement

17. DEVELOPMENT:

DE teaches movement phrase:

Reach

Spin

Jump

Students practice multiple times

Next:

DE shows how she does the phrase with different emotion prompts:

“I do it happy!”

“I do it sad!”

Students try with different emotions

Then:

Students work with a partner

Partners first discuss emotions they feel

They then will choose one emotion & they do the movement phrase using that emotion (to see how it changes the phrase by adding an emotion to a dance)

DE encourages:

big movement

clear emotion

working together

18. SHARING:

Partners share their dance & class guesses the emotion

DE asks:

“What did you notice?”

“How did they show that feeling?”

DE keeps it positive and observational

19. CONCLUSION:

If time allows

DE asks:

“How did your movement change with different emotions?”

“Was it easy or hard?”

Students reflect

DE closes:

“Dance is a way we can show how we feel.”

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, performance

Criteria	3 – Meets Expectations	2 – Developing	1 – Beginning
Participation	Fully engaged	Participates with support	Limited participation
Expression of Emotion	Clearly shows emotion through movement	Attempts to show emotion	No clear emotion shown
Movement Phrase (Reach, Spin, Jump)	Performs sequence correctly	Attempts sequence	Does not perform sequence

Criteria:

- *Did the student participate in activities?*
- *Did the student show emotion through movement?*
- *Did the student perform the movement phrase?*

21. Teacher Skill Development: DE is focusing on helping students express emotions through movement and building confidence in sharing ideas

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

- *model more examples*
- *allow more time for partner work*

23. Reminder to do: Next lesson, students will create their own short dance using emotions and movement choices

Alyssa Casamassa