

LESSON PLAN TEMPLATE FOR DANCE EDUCATION 2026

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

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

Lesson # 2 of 4

2.LESSON TITLE: Motif Development: Repetition & Retrograde

DATE: 4/2026

UNIT OF STUDY: Motif Development

Main Theme of Unit: Understanding how motifs can be changed and developed to create choreography

3. MAIN THEME OF LESSON: *Using repetition and retrograde to manipulate a motif*

4.ESSENTIAL QUESTIONS:

What is repetition in dance?

What is retrograde and how can we use it?

How can changing a motif create new movement?

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

Identify repetition and retrograde through movement exploration

Demonstrate repetition by repeating a movement multiple times

Demonstrate retrograde by performing a movement backwards

Apply repetition and retrograde to a motif in a short phrase

Dance Standards Addressed

DA:Cr1.1 – Generate movement ideas through motif exploration

DA:Cr2.1 – Develop movement by applying repetition and retrograde

DA:Re8.1 – Identify how movement changes when repeated or reversed

6. New York State Teaching and Learning Standards:

Knowledge of Students and Student Learning

Students learn through visual demonstration and repetition, so the lesson includes modeling and active participation.

Instructional Practice

Students engage in hands on movement exploration using clear and simple choreographic tools.

Assessment for Student Learning

Teacher observes student ability to repeat and reverse movement accurately.

7. BluePrints for Teaching and Learning in Dance

Dance Making

Students manipulate motifs using repetition and retrograde.

Developing Dance Literacy

Students learn and apply vocabulary such as repetition and retrograde

Making Connections

Students connect patterns in movement to patterns in choreography

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

Math Connection: patterns and sequences (repeat & reverse)

9. DISCIPLINE-SPECIFIC VOCABULARY:

Motif

Repetition

Retrograde

Reverse

Repeat

Phrase

Sequence

10. INSTRUCTIONAL MATERIALS, RESOURCES AND TECHNOLOGIES

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

MATERIALS:

- **Texts, Music:** Motif Lesson Slides:



Motif

Repetition and Retrograde

Miss Casamassa



Alyssa Casamassa

1: WHAT IS REPETITION?

A DANCE MOVE THAT REPEATS OVER AND OVER



JUMP



JUMP



JUMP

VIDEO:

WATCH FOR REPETITION & RETROGRADE

2: WHAT IS RETROGRADE?

A DANCE MOVE THAT YOU DO IN REVERSE (BACKWARDS)



Review:

What is a Motif?

- Dance move that is repeated
- Tells the story of a dance

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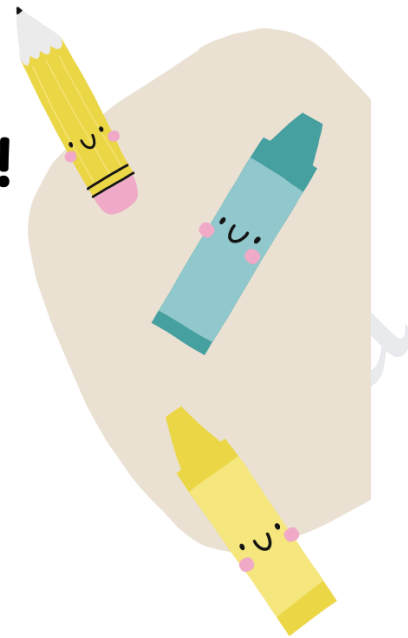
**Lets QUICKLY go over
combination from last class!**

REACH

SPIN

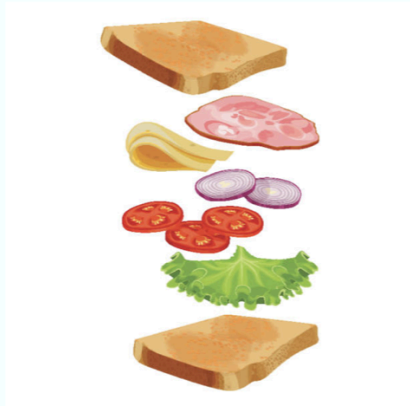
SQUAT

JUMP OUT



Alyssa Casa

Get back with your partner/trio!



- Reach
- **MOTIF**
- Spin
- **MOTIF**
- Squat
- **MOTIF**
- Jump Out
- **MOTIF**

NOW PICK **2** OF YOUR MOTIFS TO **RETROGRADE (REVERSE) & REPETITION (REPEAT)**

EXAMPLE:

- Reach
- **MOTIF**
- Spin
- **MOTIF - RETROGRADE**
- Squat
- **MOTIF - REPETITION**
- Jump Out
- **MOTIF**

YOUTUBE VIDEO: <https://www.youtube.com/watch?v=q90cM7fqpY>

11. DEVELOPMENTAL INFORMATION:

- *Students develop coordination, sequencing skills, memory, and pattern recognition while building confidence in movement.*

12. INSTRUCTIONAL SUPPORTS:

The DE uses slides as a visual aid to support understanding of repetition and retrograde.
The DE models movement before asking students to try.
The DE scaffolds learning by starting with whole class movement before partner work
The DE circulates the room to support students during activities

LEARNING SEQUENCE

13. PRIOR KNOWLEDGE:

Students have previously learned what a motif is and created simple movement phrases in Lesson 1. They understand that a motif is a movement that can be repeated and developed.

14. INTRODUCTION:

●—Motivation:

DE displays slide asking: “What is repetition?”

DE explains:

“Repetition is when we do a move over and over again.”

DE demonstrates:

“Jump, jump, jump”

Students repeat together.

DE then introduces retrograde using slide:

“A dance move that you do in reverse (backwards)”

DE demonstrates a simple movement forward, then performs it backward.

Students guess what changed, and answer aloud

15. WARM-UP/INTRODUCTORY ACTIVITY:

Students stand and follow DE:

Teacher calls:

Jump.. repeat 3 times

Clap .. repeat 3 times

Turn .. repeat 3 times

Students begin to understand repetition physically.

Then DE asks:

“Can we do it backwards?”

Students attempt simple retrograde movements.

DE takes all answers as correct, including students literally facing backwards and doing move, or doing it in reverse. All ideas are welcome and right

16. EXPLORATION:

DE creates a simple class motif (from last week)

Reach to Spin to Squat to Jump Out

Students practice it together.

Students then par up and go over their motif sandwich from last week, with motif chosen

Then DE asks:

“Let’s repeat one motif!”

Students repeat one of their motifs with partner multiple times

Then:

“Now let’s do it backwards!”

Students attempt retrograde with partner on ONE of their motifs

17. DEVELOPMENT:

Each partner:

1. Chooses 2 movements from the motif
2. Applies:
 - ONE repetition
 - ONE retrograde

Example (in slide):

Spin to retrograde

Squat to repetition

Students create a short phrase combining:

Original movement
Repetition
Retrograde

DE circulates and supports groups.

18. SHARING:

(if time allows)..

Groups perform for the class.

Students watching answer:

“Where did you see repetition?”

“Where did you see retrograde?”

Groups explain their choices.

19. CONCLUSION:

DE reviews:

“What is repetition?”

“What is retrograde?”

Students answer.

DE reinforces that these tools help make dances more interesting.

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, group work, peer discussion

Criteria	3 – Meets Expectations	2 – Developing	1 – Beginning
Repetition	Clearly repeats movement multiple times	Attempts repetition	Does not show repetition
Retrograde	Clearly performs movement in reverse	Attempts retrograde	Does not show retrograde
Participation	Fully engaged and contributes	Participates with support	Limited participation

Criteria:

- *Did the student demonstrate repetition clearly?*
- *Did the student successfully perform retrograde?*
- *Did the student apply both in their phrase?*

21. Teacher Skill Development: DE is focusing on breaking down complex choreographic concepts into simple, age appropriate language. The teacher is also working on using visual aids (slides) effectively while keeping students actively engaged in movement.

22. Revisions for Re-implementation: If re teaching, DE may spend more time modeling retrograde, as students may find reversing movement challenging. Additional guided help could be added before partner work. Visual arrows or step by step breakdowns may also help!

23. Reminder to do:Next lesson, students will learn another way to manipulate motifs (such as size, level, or tempo) and continue building their phrase.