**Lesson Cycle**

**Lesson Title/Topic: Ballet 101**

**Concept: Stretching, Balance, and Movement**

**Standards/Rationale: 116.54(c)(3)(F)**

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| **Learning Target:** Upon completion of this lesson, the students will be able to demonstrate basic ballet technique and apply terminology to at least 7 out of 10 basic movements. | **Assessment:** **Completed Across the Floor Exercise**  |
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**Materials:** Yoga Mats, Fitness Attire, Radio, and Hair Ties.

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| **Lesson Cycle:** **(Direct instruction)**  |

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| **The teacher will:** | **The student will:** |
| **Focus/Mental Set:** * Have students answer the following questions in groups.
	+ What are the 2 major requirements for basic ballet?
		- Flexibility and Balance
	+ What is Flexibility?
		- Flexibility is ability to bend beyond normal, without breaking.
	+ What is Balance?
		- Balance is the even distribution of weight enabling someone or something to remain upright and steady
	+ Show video on flexibility and balance
		- https://www.youtube.com/watch?v=7yOtsZNU4Us
 | * Answer questions to the best of their abilities and reflect on previous lesson and apply knowledge.
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| **Teacher Input:**Describe and demonstrate the cues to the students.* **Use a stop watch to time the children for thirty seconds.**
* **Movements**
	+ - Chasse is a gliding step in dancing in which one foot displaces the other.
* Pirouette an act of spinning on one foot, typically with the raised foot touching the knee of the supporting leg.
* Plie is a movement in which a dancer bends the knees and straightens them again, usually with the feet turned out and heels firmly on the ground.
* Jete is a jump in which a dancer springs from one foot to land on the other with one leg extended outward from the body while in the air.
* Arabesque is a posture in which the body is supported on one leg, with the other leg extended horizontally backward.
 | * Absorb information on how to properly stretch, maintain balance, and execute movements.
* Run in place for 30 seconds to create blood flow and warm up muscles.
* Get into groups of two’s using mix, pair, and share.
* Define the term with their partner and demonstrate the term.
* Perform each movement with their partners.
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| **Guided Practice:*** Observe and make note of the abilities of the students’ based on the criteria of the rubric.
 | * Get into groups of 2
* Review all stretching procedures and techniques gone over in the lesson.
* Peer teach ones in their group to be able to self-evaluate.
* Perform stretches and movements demonstrated in the lesson.
* Have pointed toes
* Backs are fully erect
* Have grace and poised hands
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| **Independent Practice:*** Provide detailed directions to the groups of 2, and rules to the game “Ballet Feud”.
* Read questions.
* Determine if the students have answered correctly.
* Keep a score sheet.
 | * Get into teams of 2
* Answer the questions to receive a point.
* Demonstrate the
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| **Closure: Recap the movements:** * Provide exit tickets to the classroom.
 | * Name and perform one of the movements taught in the lesson.
* Cannot repeat the movement performed by the student in front of you.
* Be dismissed to their next class.
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| **Options:** |   |
| ***Enrichment:*** Application of stretching and movement:The students would have the options to either focus on improving their stretches or movements. If the student chooses stretching, the student would begin to work on splits (left, right, and middle). If the student chooses movement, the student would attempt doing a double pirouette, a grand plie, a scorpion (improved version of the arabesque), and a Grand Jete. | ***Reteach: Claudia Dean School of Ballet***Pirouette<https://www.youtube.com/watch?v=8ywHxIsEylI>Plie<https://www.youtube.com/watch?v=IdhpB7doBOE>Jete<https://www.youtube.com/watch?v=bo6cuMxKWnA>Chasse<https://www.youtube.com/watch?v=HjOd-2g508k>Arabesque<https://www.youtube.com/watch?v=Kw2hLM2PY3Q> |

**Modifications/Correctives:**

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**References:**