



HANDOUT

Title: **Lesson Study Norms**

Handout #:

Content:

We agree to...

1. *Strive for open and honest communication and develop a climate of trust.*

Team members must feel they are able to share their ideas and opinions without inspiring defensiveness or reprisals. It will be difficult for team members to learn from each other if they cannot be honest. Although the ability to share their views openly and honestly is important, members will be unlikely to do so if they fear their contributions will be ignored or belittled. The balance between honesty and trust may not be easy to establish and maintain at first, but it is crucial to the team's work.

2. *Both challenge and support one another.*

Team members do this by asking questions, building on each other's ideas, and respectfully disagreeing. They are expected to ask for clarification, explain their reasoning, and provide evidence to back up their assertions.

3. *Strive for balanced participation by all team members.*

Part of engaging in lesson study is making a commitment to the other team members. All must agree to fulfill their specific responsibilities, to share the work as equally as possible, and to hold themselves and each other accountable while maintaining supportive, productive and respectful interactions.

4. *Resolve conflicts as they arise.*

No team should begin its work with the assumption that it will be easy to work together. When conflicts arise, members must agree to listen and focus on the problem rather than on the people involved, give the process adequate time, and try to see the issue from another person's perspective.

5. *View mistakes as opportunities.*

It is difficult to try new things or take risks if there is fear of the consequences. It may be helpful to keep in mind that the purpose of lesson study is not to create the perfect lesson, but to learn. Mistakes are the fruitful sources of learning - so in many ways, the more the better.



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**ADULT RELEASE FORM
RELEASE OF CLAIMS**

PARTICIPANT NAME (please print) _____

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California County Superintendents Educational Services Association will have no obligation to use the material or to complete, distribute, exhibit or exploit the production. I shall not have the right to approve or review any use of the material or to enjoin the exploitation of the material. I acknowledge that no consideration or compensation shall be payable in connection with the material. I understand and acknowledge that California County Superintendents Educational Services Association will use the material in full reliance on the above consent and release.

Participant's Signature

Date

Organization

County

City and State

Date



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NGSS Next Generation Science Standards	VAPA - Dance Visual and Performing Arts Standards	Activity Ideas
		Does your activity include: ☐ Body ☐ Energy ☐ Space ☐ Time



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Dance Standards

Dance Standards Kindergarten

- K.Cr1.1a Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance).
- K.Cr1.1b Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.
- K.Cr2.1a Improvise dance that has a beginning, middle, and end.

Dance Standards 1st Grade

- 1.Cr1.1a Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- 1.Cr1.1b Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.
- 1.Cr1.2 Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

Dance Standards 2nd Grade

- 2.Cr1.2a Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- 2.Cr1.2b Combine a variety of movements while manipulating the elements of dance.
- 2.Cr2.1 Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.





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Dance Standards

Dance Standards 3rd Grade

- 3.Cr.1.2a Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.
- 3.Cr.1.2b Explore a given movement problem. Select and demonstrate a solution using the elements of dance.
- 3.Cr.2.1 Identify and experiment with choreographic devices to create simple movement patterns and dance structures.

Dance Standards 4th Grade

- 4.Cr.1.2a Identify ideas for choreography generated from a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).
- 4.Cr.1.2b Develop a movement problem and manipulate the elements of dance as tools to find a solution.
- 4.Cr.2.1 Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.

Dance Standards for 5th Grade

- 5.Cr.1.1a Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).
- 5.Cr.1.1b Construct and solve multiple movement problems to develop choreographic content.
- 5.Cr.2.1 Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.





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Dance Standards

Dance Standards for 6th Grade

6.Cr.1.1a Relate similar or contrasting ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).

6.Cr.1.1b Explore various movement vocabularies to transfer ideas into choreography.

6.Cr.2.1 Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.





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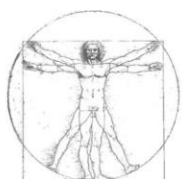
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Randy Barron's Scientific Thought in Motion Participant Materials Packet — 2010

The Elements of Dance – B.E.S.T.



BODY

What we move.

Shape

Body Parts

Physical Skills

Feeling

Effort

Quality

Mood

ENERGY

How we move.

Dynamics



SPACE

Where we move.

Size

Shape

Level

Direction

Pathway

Duration

Speed

Sequence

Timing

Rhythm

TIME

When we move.



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Movement Activities

Activity	Description	Concepts	Notes:
Find your SPOT  FIND MY SPOT	*Dancers find a place of their own in the room. They must have their own space, without being too close to others. They move carefully from their spot, and return at signal. *Variation 1- Use music to signal movement. You can use the same music (similar to the freeze dance) or vary the music allow for more creativity and expression. *Variation 2- Use Vocabulary to signal movement. Explore words like: Scurry, Slow, Smooth, Slither, Stiff, Limp, Swing, Rise, Fall, Bounce, Shake, Stretch, Twist, Glide, Skip, Leap. *Variation 3- Move in whichever Variation you decide. When each dancer returns to their spot, they will make a Shape on their spot. You'll tell them before they go, and they need to remember when they are signaled. You can also do Levels, explore Symmetry/Asymmetry, Emotions or use a unique idea from the current subject matter.	VAPA: SCIENCE:	Make sure you begin this exercise with the dancers having a VERY clear idea of the boundaries/limits you intend. A good guide is to have only 3 VERY STRICT rules: NO Crashing, NO Voices, and NO Sliding. Decide what you feel is acceptable in movement. Are you uncomfortable with them crawling or rolling on the floor? Is running ok, as long as they are responsible for their bodies? Just make sure you are clear before you begin. A fun way practice everything is to do it in exaggerated slow motion when you begin. They will also find it hilarious, and will know that creativity is the correct answer at this time! If you feel comfortable, another Variation is to have the dancers create their own Variation! Variation 2 can use all vocabulary that pertains to your integrated subject area!



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Movement Activities

Activity	Description	Concepts	Notes:
The Mirror 	Pair dancers together. Facing each other, the objective is to move as though you are looking in the mirror. One is the "leader" for a time, (though the audience should not be able to tell who) and then when you signal they switch. The switch should be as seamless as possible, and with practice, no signal will be needed. Movement must be slow enough for the other person to anticipate. *Variation 1- Use the subject matter to determine the music (or silence) used, and to inform the movement.	VAPA: SCIENCE:	This works best when the dancers see an example. Choose a student you trust to do well, and be their partner. Show the class how it works. Let everyone try it, then have half of the class sit and watch. Discuss how an audience behaves and give them some specifics to watch for. Then trade.





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STUDENT RELEASE FORM

RELEASE OF CLAIMS

STUDENT NAME (please print) _____

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Student's Signature

Date

For Students who are Minors (under age 18):

I hereby represent and warrant that I am the parent or legal guardian of the Minor Student who has signed above, that I am of majority age and have the legal right to execute this consent and release on behalf of the Minor Student. I further represent and warrant that I have read the release, above, prior to its execution and that I am fully familiar with the contents thereof, and understand and agree to be bound by the terms, conditions and provisions thereof.

Parent/Guardian Signature

Print Name

Date

Address

School/Location

City and State