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.
ADULT RELEASE FORM
RELEASE OF CLAIMS

PARTICIPANT NAME (please print)______________________________

All my rights I may have or acquire in connection with my participation in the television, film, audiotape series, or any Web-based or derivative work of projects for teachers by CCSESA Arts Initiative including but not limited to my rights to publicity, copyrights and/or other intellectual property rights, are hereby granted, worldwide, in perpetuity and for any use to the California County Superintendents Educational Services Association and its designees. I hereby waive the right to any fees or control of the aforementioned programs or any portion thereof, now or in the future and I grant full permission for the use of my name, likeness, performance and voice for the purpose of publicizing, advertising, promoting, or marketing the aforementioned teacher projects.

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
Lesson Study as a Model for Sustainable Arts Integration
Grades K-12
Developed by Stanislaus County Office of Education and Gallo Center for the Arts

Title: Lesson Study Norms

Content:

<table>
<thead>
<tr>
<th>NGSS Next Generation Science Standards</th>
<th>VAPA - Dance Visual and Performing Arts Standards</th>
<th>Activity Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does your activity include:
- Body
- Energy
- Space
- Time

California County Superintendents Educational Services Association (CCSESA) Arts Initiative  www.ccsesaarts.org
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.Cr.2.1a 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.
Lesson Study as a Model for Sustainable Arts Integration
Grades K-12

Developed by Stanislaus County Office of Education and Gallo Center for the Arts

HANDOUT

Title: Lesson Study Norms

Content:

Dance Standards

**Dance Standards 3rd Grade**
3.Cr1.2a Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.
3.Cr1.2b Explore a given movement problem. Select and demonstrate a solution using the elements of dance.
3.Cr2.1 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.
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.
Lesson Study as a Model for Sustainable Arts Integration
Grades K-12
Developed by Stanislaus County Office of Education and Gallo Center for the Arts

Title: Lesson Study Norms

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

The Elements of Dance - B.E.S.T.

**Body**
- What we move.
- Body Parts
- Physical Skills

**Energy**
- How we move.
- Effort
- Quality
- Mood
- Dynamics

**Space**
- Where we move.
- Size
- Shape
- Level
- Pathway

**Time**
- When we move.
- Duration
- Speed
- Sequence
- Rhythm
- Speed
- Timing

© 2009 Randy Barron, with thanks to Kimberli Boyd & Linda Muir.
Title: Lesson Study Norms

Content:

**Movement Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Concepts</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Where Are You?</strong></td>
<td>In this exercise, the dancers are changing the way they are moving (or being still) as determined by their location. There are many ways to structure the space!</td>
<td>VAPA:</td>
<td>Be creative with your space! At first, it may help to lay painters tape on the carpet or floor to help give a visual, and create your boundaries. The kids will love to peel it up when you’re done!</td>
</tr>
<tr>
<td>Variation 1-</td>
<td>From right to left, the dancers are affected by their location. Example: The sun is on the Stage Right, and as you move closer to it, you are affected by the heat. Or as you move away, you are affected by the lack of heat.</td>
<td>SCIENCE:</td>
<td></td>
</tr>
<tr>
<td>Variation 2-</td>
<td>In circles. Example: Orbiting planets affected by gravity. You can be a pond with something heavy dropped in the center, and experience waves as they move outward.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Title: Lesson Study Norms

### Content:

#### Movement Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Concepts</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter and Exit</td>
<td>The dancers enter the space with a specific “role” in mind. They move across the stage until they exit on the other side. <em>Variation 1:</em> Use your imagination! You can explore: Animals, Weather, Types of Energy, Moving Shapes, Levels, or Vocabulary, or use the subject matter to inform the movement.</td>
<td></td>
<td>It’s great to have half of the dancers watch this one as well. Reduces “traffic”!</td>
</tr>
</tbody>
</table>

**VAPA:**

**SCIENCE:**

---

**Handout #:**

**California County Superintendents Educational Services Association (CCESA) Arts Initiative**

www.ccsesaarts.org
### Movement Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Concepts</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Find your 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 to allow for more creativity and expression.  
*Variation 2*  
Use Vocabulary to signal movement. Explore words like: Scurry, Slow, Smooth, Shiver, Still, 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:     | 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! |
Lesson Study as a Model for Sustainable Arts Integration
Grades K-12

Developed by Stanislaus County Office of Education and Gallo Center for the Arts

Title: Lesson Study Norms

Content:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Concepts</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mirror</td>
<td>Pair dancers together. Facing each other, the objective is to move as though you are looking in the mirror. One is the &quot;leader&quot; 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. <em>Variation 1</em>- Use the subject matter to determine the music (or silence) used, and to inform the movement.</td>
<td>VAPA:</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SCIENCE:</td>
<td></td>
</tr>
</tbody>
</table>

California County Superintendents Educational Services Association (CCCESA) Arts Initiative  www.ccsesaarts.org
## Movement Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Concepts</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Tableau or Choreography</td>
<td>As practiced in our session with Randy Barron, use the subject matter in groups to create a piece of choreography (or movement phrase).</td>
<td>VAPA:</td>
<td>At first, creating a tableau (a pose of a group of dancers) may be a stepping stone to a choreography problem.</td>
</tr>
</tbody>
</table>
STUDENT RELEASE FORM

RELEASE OF CLAIMS

STUDENT NAME (please print)___________________________

All my rights I may have or acquire in connection with my participation in the television, film, audiotape series, or any Web-based or derivative work of projects for teachers by CCSESA Arts Initiative including but not limited to my rights to publicity, copyrights and/or other intellectual property rights, are hereby granted, worldwide, in perpetuity and for any use to the California County Superintendents Educational Services Association and its designees. I hereby waive the right to any fees or control of the aforementioned programs or any portion thereof, now or in the future and I grant full permission for the use of my name, likeness, performance and voice for the purpose of publicizing, advertising, promoting, or marketing the aforementioned teacher projects.

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.

________________________________________________________  ______________________________________________________
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