Addendum to Training Modules

MASLOW'S MOTIVATION MODEL

- Transcendence
- Self Actualization
- Aesthetic Needs
- Cognitive Needs
- Esteem Needs
- Belonging and Love Needs
- Safety Needs
- Physiological Needs

Teaching approach

- Lead and follow
- Learn Practice Master
- Task
- Participant-led

Rationale

- Physical (motor skill/technique)
- Emotional
- Social
- Cognitive

Structure/form

- Groups/Solo work/Pairs
- Canon/Unison
- Call/Response
- Theme/Variation
- Dynamic variables

Artistic source

- Theme/Narrative
- Motif
- Repertory
- Musical choice
- Image
# Lesson Planning Template

## Class Overview

<table>
<thead>
<tr>
<th>Lead Teacher &amp; Co-teacher Names:</th>
<th>Resources needed (video, CDs, props):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Assistant Name:</strong></td>
<td><strong>Musician Name:</strong></td>
</tr>
<tr>
<td><strong>Frequency of Class:</strong></td>
<td><strong>Date of Class:</strong></td>
</tr>
<tr>
<td><strong>Week ____ out of 13-week term</strong></td>
<td><strong>- week term</strong></td>
</tr>
</tbody>
</table>

## Core Program Values

- Access + Inclusion
- Artistic Excellence
- Creative Expression
- Community
- Fun
- Musical Engagement

## Objectives (Artistic Sources + Form/Structure determine Delivery Methods)

- Technical/Physical Skill Building
- Social Interaction/Community
- Co-creation/Improvisation/Creative Expression/Play
- Narrative/Storytelling
- Rhythmic Engagement/Musicality/Vocal Work
- Quality of Movement/Dynamics
- Use of Dance Terminology
- Connection to the Dance World (History, Repertory, Currently Onstage)

## Technical/Physical Skills:

<table>
<thead>
<tr>
<th>Artistic/Creative Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>-</td>
</tr>
</tbody>
</table>

## Desired Outcomes

- Confidence/Self-efficacy
- Escape
- Exploratory role-playing
- Problem-solving/decision-making
- Emotional release
- Translational skills
  - Walking
  - Memory
  - Turning
  - Balance
  - Navigating space
  - Changing direction
  - Stopping/Starting
- Multi-tasking
- Focus
- Moving big

Stimulating cognitive function and skill
Life-long learning
Artistic mastery
Sense of belonging/Community
New movement discovery
Connection to dance world and dance history
Mind/Body awareness
Fun

Lesson Outline

**Somatic awakening/Centering/Breathing**

*This activity may include:*
- Arrival and acknowledgement
- Spatial relationship
- Safe positioning in chair
- Awareness through eye contact and tactile sensation
- Awareness of breath

**Seated Upper Body Warm-up**

*This combination may include:*
- Mobility of spine/trunk rotation
- Space between pelvis and ribs/tilt
- Port de bras
- Projection and focus
- Fluidity/carriage
- Social interaction through gesture

**Seated Lower Body Warm-up**

*This combination may include:*
- Grounding in chair
- Articulation and awareness of joints (hips, knees, ankles, feet)
- Rhythm and coordination
- Translation of movement to or from upper body
- Terminology

**Seated Dynamic Sequence**

*This combination may include:*
- Opportunity for open-format exploration/co-creation leading to structured activity, or structured activity leading to open-format exploration/co-creation
- Initiation of movement
- Spiral and swing
- Suspension and release
- Amplitude
- Varying qualities of movement
-Narrative
-Incorporation of voice
-Repertory

**Seated Fast Foot**

*This combination may include:*
- Percussive use of the foot against the floor
- Strong rhythmic attunement
- Vocabulary from ballet, tap or character work
- Accessible, appropriate inclusion of multitasking
- Conscious increase in energy

**Co-creation: Storytelling/Improvisation/Partnering/Play**

*This combination may include:*
- Connection through touch
- Shared, or mirrored movement
- Participant-generated movement (ie, not teacher-generated)

**Preparation for Standing**

*This activity may include:*
- Swing
- Transfer of weight
- Grounding
- Clarifying/cueing full sequence to prepare for stability before next activity
- A situational narrative to help participants make their way up

**Supported Standing**

*This combination may include:*
- Stabilizing/Grounding weight through feet
- Strong standing position
- Weight drop and transfer through supple hips, knees and ankles (side to side, up/down)
- Strength and flexibility in legs and ankles

**Active Lower Body/Preparation for Travelling**

*This combination may include:*
- Weight transfer (front/back or side to side)
- Rhythmic engagement of lower body/Percussive connection to the floor
- Patterning/Repetition

**Group Travelling**

*This combination may include:*
- Choreographed walking (heel/toe and toe/heel)
- Lengthening gait
- Travelling weight transfer through marching or side stepping
- Navigating space
- Planning and problem-solving (placement and turns)
Repertory
-Projection/Character role-playing

Peak Activity: Sequence/Improvisation/Scene/Partner Work/Play/Co-creation
This combination may include:
- Choreographic sequencing
- Creative/Expressive gesture
- Partner work and social interaction
- Multi-tasking
- Navigating space
- Dynamic energy
- Flow of Movement
- Element of performance

Transition into Circle/Closing Shape
This combination may include:
- Reviewing concepts
- Navigating space and problem-solving
- Building mastery

Cool Down and Reverence
This combination may include:
- Breathing
- Centering/grounding energy
- Connecting through touch and focus
- Re-inscribing sense of community
- Expressing gratitude and acknowledging others
- If necessary, acknowledging loss and grief

Reflection
Complete Class Report within one week of class
Connect with Co-teacher, Teaching Assistant, Musician
Listening to feedback from participants