



center for educator  
**cedfa**  
development in fine arts

[Close this Browser](#)

## Scenario: Ms. Dana's Modern History Lesson

Source: [Dance History I: Introductory](#)

**TEKS: Dance, Level 1**

1(C), 2(C), 4(C), 4(D), 5(A)

### Scenario Background

Ms. Dana's class worked on brief overviews of dance in the ancient world throughout early court dance. Then they began a more in-depth study via a presentation about the history of modern dance. With the following questions in mind, students should choose a modern dance pioneer, discuss how that person affected or was affected by the social/political climate of the time, and share examples of that pioneer's work.

Questions listed below for students to use as they research and develop their understanding of Modern Dance and Modern Dance Pioneers:

- What was changing during this period (early 20<sup>th</sup> century)?
- How do you think these changes might have affected dance styles worldwide?
- Think about ways the new roles of women in society transformed the way that women danced.

**Performance Level:** Developing

**Observed Evidence by Domain:**

---

<p><b>1. Planning</b></p>	<p><b>2. Instruction</b></p>
<ul style="list-style-type: none"> <li>• Most of the lessons goals are aligned to standards.</li> <li>• Some evidence of time for the lesson and lesson closure.</li> <li>• Lesson makes some connections to other disciplines (e.g., social studies and music).</li> <li>• Activities are aligned to purpose.</li> <li>• Questions provided some higher-order thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Students take initiative of their own learning by: <ul style="list-style-type: none"> <li>◦ Students identify a modern dance pioneer of their choice to study.</li> <li>◦ Students investigate the ways that social/political changes affected dance throughout the world.</li> </ul> </li> <li>• Teacher provided students with some historical viewpoints and background information.</li> <li>• Lesson connects to real-world experiences.</li> </ul>
<p><b>3. Learning Environment</b></p>	<p><b>4. Professional Practices and Responsibilities</b></p>
<ul style="list-style-type: none"> <li>• The transition from teacher guided instruction to student driven instruction is efficient.</li> <li>• Students work respectfully individually.</li> <li>• Students engage in relevant, meaningful learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher conducts herself ethically in the classroom.</li> </ul>

**Summary**

Ms. Dana's lesson on the History of Modern Dance connects well with the TEKS taught. It provides students with the opportunity to explore modern dance while considering the social/political changes in society. The purpose of the lesson is clear and the questions provided by Ms. Dana will enhance the students understanding. However, there is lack of evidence in planning and execution of classroom transitions as well as student involvement in procedures. This can be used to really boost student engagement. Students need on-going guidance, feedback and evaluation throughout the process. Students could grow from peer-assessments, goal setting and time-lines. The teacher should define the methods of formal and in-formal assessment for students to help with the execution of the presentation. And lastly, differentiation strategies to address students with special needs are not detailed by the teacher.

Suggested enhancements from T-TESS:

--	--

1. Planning	2. Instruction
<p>Planning 1.1</p> <ul style="list-style-type: none"> <li>• Provide examples and explanation of how to integrate technology</li> </ul> <p>Planning 1.2</p> <ul style="list-style-type: none"> <li>• Provide for substantive feedback to students throughout lesson</li> </ul> <p>Planning 1.3</p> <ul style="list-style-type: none"> <li>• Provide students opportunities to use their knowledge to enhance their peers' learning experiences</li> <li>• Connect students with opportunities to develop social-emotional learning</li> </ul> <p>Planning 1.4</p> <ul style="list-style-type: none"> <li>• Design opportunities for students to generate their own questions</li> <li>• Guide students in setting goals, reflection and evaluation.</li> </ul>	<p>Instruction 2.1</p> <ul style="list-style-type: none"> <li>• Enable students to set goals for themselves</li> <li>• Provide students with necessary tools and resources to monitor their progress over time.</li> <li>• Provide ways for students to self-monitor.</li> <li>• Provide opportunities for peer evaluation.</li> </ul> <p>Instruction 2.2</p> <ul style="list-style-type: none"> <li>• Anticipate potential student struggles and be prepared to guide them.</li> <li>• Strengthen technology integration and connection to current real-world changes.</li> </ul> <p>Instruction 2.3</p> <ul style="list-style-type: none"> <li>• Provide various opportunities that support student-directed learning</li> </ul> <p>Instruction 2.4</p> <ul style="list-style-type: none"> <li>• Provide differentiated instructional methods</li> <li>• Adapt lessons to individual student needs</li> <li>• Monitor student's progress, participation and performance</li> </ul> <p>Instruction 2.5</p> <ul style="list-style-type: none"> <li>• Continually check for understanding</li> <li>• Monitor instruction to maintain engagement</li> </ul>
3. Learning Environment	4. Professional Practices and Responsibilities
<p>Learning Environment 3.1</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to take active leadership in managing classroom routines, groups, and supplies.</li> </ul>	<p>Since educators are not expected to demonstrate elements of this domain in the lesson, consider the following question:</p>

- Establish and Communicate effective routines, transitions and procedures.

#### Learning Environment 3.2

- Involve students in adopting and maintaining classroom behavior standards

#### Learning Environment 3.3

- Provide students the opportunity to collaborate with each other and the teacher

What kinds of professional learning might help Ms. Dana improve her teaching of this and other lessons?

#### Professional Practices 4.1

- Model professional practices
- Advocate for all students in the classroom and on campus

#### Professional Practices 4.2

- Set short and long-term goals
- Implement substantial change in practice resulting in significant student improvement in performance

#### Professional Practices and Responsibilities 4.3

- Leads colleagues in and beyond the school
- Develop and fulfill school and district improvement plans

#### Professional Practices and Responsibilities 4.4

- Leads in communicating school mission
- Develops collaborative efforts within the community to enhance student learning
- Maintains contact with parents/guardians regarding each individual student's learning

#### Enhanced Scenario (added text is in red)

Ms. Dana's class worked on brief overviews of dance in the ancient world throughout early court dance. Then they began a more in-depth study via a presentation about the history of modern dance. Ms. Dana provides students with an overview of different presentation styles that can be utilized to complete the project. She provides a detailed rubric, timeline and deadline check points. She explained the use of technology, the various types of technology and how the students could utilize for completing the presentation from research to execution. Students used this information to begin working and pace themselves appropriately. With the following questions in mind, they should choose a modern dance pioneer, discuss how that person affected or was affected by the social/political climate of the time. She monitored student's progress during the selection of their modern dance pioneer and asked relevant questions to aide students in picking a

modern dance pioneer that would support the goals of the lesson. She also asked students to consider the struggles or obstacles that might have been faced by the dance pioneer during their lives and positive ways they overcame these challenges. And how are these obstacles similar to or different from your own as dancers in this age? Students were reminded to share examples of that pioneer's work in the final presentation. She guides students through a peer-sharing exercise to aide them in answering the following questions with a partner to further develop their thoughts. Ms. Dana has several students with individual needs in her classes, to assist those students she provided them with a modern dance pioneer and detailed research to help to them get started.

Other questions listed below for students to use as they research and develop their understanding of Modern Dance and Modern Dance Pioneers:

1. What was changing during this period (early 20<sup>th</sup> century)?
2. How do you think these changes might have affected dance styles worldwide?
3. Think about ways the new roles of women in society transformed the way that women danced.