Scenario: Ms. Tyler's Use of Space Lesson

Source: **Dance, Middle School 2**

TEKS: Dance, Middle School

- 1 (a) demonstrate basic kinesthetic and spatial awareness individually and in groups
- 1 (d) explore and demonstrate dance movement elements through space, energy, and time
- 2 (b) explore and describe knowledge of dance composition elements, improvisation skills, and choreographic processes
- 3 (b) perform individually and in groups with the intent to communicate and project to an audience
- 3 (c) demonstrate the use of dance elements in practice and performance incorporating technology
- 3 (d) demonstrate an effective warm-up and cool-down using elements of proper conditioning for performing skills
- 4 (a) demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances
- 4 (d) interpret and evaluate artistic decisions of personal dance works

Scenario Background

Ms. Tyler begins her lesson with an improvisational game as a class warm-up by using locomotor and axial/non-locomotor movements to introduce use of space including levels, spatial pathways/directions and use of dimension. Ms. Tyler uses questions to guide movement exploration and students respond with individual movement choices. Ms. Tyler provides a smooth transition to direct student attention to the front of the classroom and begins to teach a movement combination

to the whole class. Students are divided into small groups of 4 to 5 and Ms. Tyler provides each group with a large sheet of paper to create a visual map of the dance. Ms. Tyler asks the students the KEY QUESTION, "How did we use space in the movement sequence?" The students analyze the use of levels, spatial pathways/directions and use of dimension. Students end class by displaying group maps and one student from each group shares the group's analysis of the use of space in the movement sequence.

The next class meeting, Ms. Tyler begins her class with a similar improvisational game by using locomotor and axial/non-locomotor movements as a class warm-up and review. Again, Ms. Tyler uses questions to guide movement exploration and students respond with individual movement choices. Students are guided through a seamless transition to meet in their previous groups and asked to review the movement sequence as a group taught in the previous class for 4 to 5 minutes. Ms. Tyler asks the Key Question, "How many other spatial pathways/directions can you use to make the movement sequence travel in new directions?" The students will collaborate in their groups to create new spatial pathways/directions for 10-15 minutes. The students will perform for their peers. After each group performs, Ms. Tyler asks the KEY QUESTION, "How did they create new spatial pathways/directions?" Students analyze each group's work through discussion.

Performance Level: Proficient/Accomplished

Reinforcement:

Observed Evidence by Domain:

1. Planning	2. Instruction
- Lesson is sequenced and aligned to standards. - Lesson provides adequate time and closure. - Questions encourage higher-order thinking. - Activities are aligned to purpose.	- The lesson contains points where students are expected to take initiative for their own learning: - Students engage in discussion and making connections - Teacher conveys a depth of content knowledge. - Teacher leads the lesson with opportunities for dialogue and discussion. - Teacher asks questions at remember, understand, and apply levels of questioning.
3. Learning Environment	**4. Professional Practices and Responsibilities**

- The transition and change in learning environment to the use of space is efficient and clear. - The lesson adjusts to meet student interests. - Students engage in relevant, meaningful learning.	- Teacher conducts herself ethically in the classroom. - The movement sequence maps serve as student artifacts for community visitors.

Summary

Reinforcement:

Suggested enhancements from T-TESS:

1. Planning	2. Instruction
Planning 1.1 - Strengthen the connection to real-world applications (e.g., brands) - Integrate technology Planning 1.2 - Provide for substantive feedback to students throughout lesson Planning 1.3 - Allow for opportunities for students to utilize individual learning patterns, habits, and needs - Provide students opportunities to use their knowledge to enhance their peers' learning experiences - Connect students with opportunities to develop social-emotional learning	Instruction 2.1 - Provide opportunities for students to experiment and self-correct - Enable students to set goals Instruction 2.2 - Anticipate potential student misunderstandings - Strengthen technology integration and connection to real-world disciplines Instruction 2.3 - Ask questions that are creative/evaluative and require deeper levels of student understanding - Use discussion to provoke and inspire curiosity about the subject matter Instruction 2.4

Planning 1.4 • Create opportunities for students to generate their own questions • Guide students in setting goals • Plan for more student-centered instructional groups	• Provide differentiated instructional methods • Adapt lessons to individual student needs • Recognize where confusion or disengagement might occur and respond to students social/emotional needs Instruction 2.5 • Continually check for understanding • Adjust instruction to maintain engagement
3. Learning Environment	**4. Professional Practices and Responsibilities**
Learning Environment 3.1 • Provide opportunities for students to take active leadership in managing classroom routines, groups, and supplies 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	Since educators are not expected to demonstrate elements of this domain in the lesson, consider the following question: What kinds of professional learning might help Ms. Tyler 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 • Build faculty knowledge and skills

	- Develop and fulfill school and district improvement plans Practices and Responsibilities 4.4 - Leads in communicating school mission - Develops collaborative efforts within the community to enhance student learning - Maintains systemic contacts with parents/guardians regarding each individual student's learning

Enhanced Scenario
(*added text is in* red)

Ms. Tyler begins her lesson with an improvisational game as a class warm-up by using locomotor and axial/non-locomotor movements to introduce use of space including levels, spatial pathways/directions and use of dimension. Ms. Tyler uses questions to guide movement exploration and students respond with individual movement choices. Ms. Tyler provides visual images through use of technology to engage student interest and motivation. Ms. Tyler checks for student understanding using a variety of questioning strategies by prompting students to describe the use of space throughout the warm-up. Ms. Tyler provides a smooth transition to direct student attention to the front of the classroom and begins to teach a movement combination to the whole class. Ms. Tyler guides students into a circle and has students count off in 4's. Students are divided into small groups of 4 to 5 and Ms. Tyler provides each group with a large sheet of paper to create a visual map of the dance. Ms. Tyler asks the students the KEY QUESTION, "How did we use space in the movement sequence?" The students analyze the use of levels, spatial pathways/directions and use of dimension. Students end class by displaying group maps and one student from each group shares the group's analysis of the use of space in the movement sequence.

The next class meeting, Ms. Tyler begins her class with a similar improvisational game by using locomotor and axial/non-locomotor movements as a class warm-up and review. Again, Ms. Tyler uses questions to guide movement exploration and students respond with individual movement choices. Ms. Tyler provides several opportunities for students to lead improvisation and exploration of use of space letting students take creative risks and facilitating movement innovation.Students are guided through a seamless transition to meet in their previous groups and asked to review the movement sequence as a group taught in the previous class for 4 to 5 minutes. Ms. Tyler asks the Key Question, "How many other spatial pathways/directions can you use to make the movement sequence travel in new directions?" The students will collaborate in their groups to create new spatial pathways/directions for 10-15 minutes. The students will perform for their peers. After each group performs, Ms. Tyler asks the KEY QUESTION, "How did they create new spatial pathways/directions?" Students analyze each group's work

through discussion. Students analyze and gather data on how the entire class used levels, spatial pathways and use of dimension as a whole and suggest new ideas for use of space that were not executed.