

Arts Assessment For Learning

DANCE — 7TH AND 8TH GRADE

ACTION PLAN: COLLABORATIVE CHOREOGRAPHY

Who (the class or group I will focus on):

7th and 8th Grade Ballet class

Inquiry question:

Does a student-generated rubric, peer feedback and a self-reflection sheet help to improve student skills in collaborating on a group project?

Student learning goals:

Students will be able to:

- Apply prior knowledge from lessons in creating choreography through improvisation and teacher directed tasks
- Use skills in small group tasks to collaboratively create choreography
- Work in small groups to create a theme/ idea for choreography
- Apply their knowledge of dance making to create a choreographic work with clear criteria and focus

Identify indicators from the *Blueprint* aligned with the student learning goals:

Students will be able to:

- Create a dance with their peers
- Create movement phrases that include spatial patterns, movement motifs, phrases, and have a beginning, middle and an end
- Use appropriate music
- Collaborate with an ensemble in rehearsal and performance decisions
- Respond to dance using other art media and other discipline
- Incorporate other arts and disciplines into dance creation and performance

What formative assessment strategy I will put into practice:

- Student generated collaboration rubric
- Self-reflection sheet that responds to their participation in the group

Why this strategy will help my students achieve or improve the above goals:

- The rubric will help the students to have a benchmark against which they can judge their own work.

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- It is important that students can self-assess as they work with others. This will help them determine ways to improve their collaboration skills when choreographing a dance. It will also build self-regulatory skills.

How I plan to implement this assessment strategy in my practice and/or lessons:

[Prior to this unit, students have worked on several tasks and projects that involved creating choreography with criteria. The new task of “collaborative” choreography allows the students to further their choreographic skills and expand their knowledge of themes. Students have also engaged in group-based tasks where they must work together to problem solve and create a concept or idea for choreography.]

At the Beginning of Every Class:

- Students change into dance attire
- Warm-up; Teacher-led with small groups taking on responsibility of warm-ups when they are rehearsing their choreography
- Movements across the Floor
- Group Work/Mini Lesson

This procedure is an opportunity for the teacher to reinforce skills or teach new skills based on observations and needs expressed from the previous class. Mini-lessons may be taught or small group tutorials based on needs.

Lesson 1: Co-Generating Rubric on Collaborative Choreography

This is a discussion and share out class. Students need their notebooks to refer to previous notes about choreography/theme/collaboration and to add notes from the class discuss.

1. The teacher and students chart the skills they have used in creating choreography.
 2. The teacher explains that the students can use some or all of these skills to work *together* to create a piece of choreography.
 3. Students share out the different strategies and methods they have used to create choreography.
 4. Students also brainstorm the strengths and challenges of working collaboratively, and strategies to work more effectively as a group.
- Students have their notebooks out to take notes on creating a collaboration rubric.

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- Students brainstorm ideas that the teacher writes on board.
- When all of the ideas are collected the teacher ask students to decide on the criteria for the rubric.
- The students develop the levels of the rubric from their own experiences of working in groups in the past.
- Once the rubric is created, it is reviewed as a class and any necessary edits are made.

Lesson 2: Brainstorming Themes

1. The teacher splits the class into small students of 4-6 students.
2. The teacher hand two index cards out to each group to write down their theme ideas.
3. Within each group, students discuss different ideas for a theme and write these ideas on their index cards.

Lesson 3: Determining the Theme

1. Students continue to work in their groups discussing a theme for their collaborative choreography.
2. Once a theme is determined, students hand index card with final theme to the teacher.
3. The group then begins to brainstorm and sharing movement ideas tied to the theme.

Lesson 4: Choreography

1. Students continue to work on movements for their choreography.

Lesson 5 & 6: Music Selection

1. Students are asked to discuss what types of music best fit their theme and tempo.
2. For next class (homework), each student is asked bring in a piece of music that they think best fits the choreography.
3. In the following class, each groups listens to their music options and selects an appropriate piece. Everyone in the group must agree on the music.
4. The groups begin performing/rehearsing their movements to their selected music.
5. It is recommend to give the students a deadline for their group decision.

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Lesson 7: Process Discussion

1. Class begins with small group warm-ups and rehearsals.
2. After 15 minutes, the whole class assembles for a process discussion.
3. Each group shares their process: choices, challenges, and obstacles encountered in working with their group.
4. Students offer suggestions/strategies for addressing some of the issues and problems.
5. The teacher charts responses as “Rehearsal Suggestions and Strategies”

Lesson 8: Improving the Collaborative Process

1. Students are advised to refer to the Rehearsal Suggestions and Strategies Chart
2. In their small groups, students discuss how they can revise and adjust their working process in order to resolve some of their group collaboration challenges.
3. Students work in their groups to make changes and rehearse their choreography for performance.

Lesson 9: Performance

1. Each group performs their piece for their peers – a fellow student videotapes each performances.
2. Each group receives the following feedback from their peers:
 - What was strong in the original choreography and in the performance?
 - How can the choreography and performance be made even stronger?
3. The student performers take notes based on the feedback

Lesson 10: Revision

1. In their small groups, students refer back to the feedback notes from the previous class and briefly discuss what revisions can be made
2. The groups rehearse with these revisions
3. Each group performs their revised piece – a fellow student videotapes each performance
4. The non-performing groups assess the performance based on the “Collaborative Choreography Rubric” they constructed in the first class.
5. Students are given the self-reflection sheet to fill out for homework.

Lesson 11: Watching performances

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1. Students watch their group performance to see their improvements and growth as performers/choreographers/collaborators.

When I plan to implement this strategy (at which point in the teaching/learning cycle or unit plan):

I would implement this strategy with students that have some experience creating choreography with criteria.

Evidence of effectiveness of this assessment strategy:

- Video of feedback (filmed by a student volunteer from another class)
- Student generated Rubric
- Self-Reflection Sheet
- Peer feedback documentation