

Arts Assessment For Learning

DANCE — 7TH & 8TH GRADES

HOW TO & TIPS: COLLABORATIVE CHOREOGRAPHY

[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.]

At the Beginning of Every Class:

- Students change into dance attire
- Warm-up (teacher led): Small groups take 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.
 - 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.

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- 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 groups of 4-6 students.
2. The teacher hands 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 share 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 to bring in a piece of music that they think best fits the choreography.
3. In the following class, each group 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 recommended to give the students a deadline for their group decision.

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"

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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

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