

# Arts Assessment For Learning

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DANCE – 5<sup>TH</sup> GRADE

## ACTION PLAN: CREATING CHOREOGRAPHY

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

5<sup>th</sup> Grade

**Inquiry question:**

Does the use of a Dance Making Rubric in conjunction with a Collaboration Rubric and a Feedback Protocol assist students in the creation, revision, rehearsal and/or performance of their original choreography?

**Student learning goals:**

This strategy will help my students achieve or improve the following learning goals:

**Criteria for choreography:**

<b>CHOREOGRAPHIC IDEAS OF THE BEGINNING &amp; ENDING CIRCLE</b>	The choreographic ideas are very clear. Unusual and original choices have been made.  The last circular formation shows interesting variation/s on the beginning circle.
<b>CONTRAST of OPPOSITES</b>	Contrast between opposite ideas are clearly shown in the unusual and original movement choices.
<b>USE OF SPACE &amp; RELATIONSHIPS</b>	There is great variety and originality in the choice of circular formations, use of space (levels/directions) and relationships (connected/canon).

**Criteria for collaboration:**

<b>FOCUS ON DANCE TASK</b>	Focuses on the dance task and takes a leadership role.
<b>LISTENING &amp; DISCUSSING WITH AN OPEN MIND</b>	Listens and interacts respectfully with team members. Encourages others to share their movement ideas.
<b>PARTICIPATION &amp; DECISION MAKING</b>	Contributes relevant movement ideas and helps direct the group in making choreographic decisions.
<b>COOPERATION</b>	Creates a supportive and safe group mood. Helps the team process disagreements constructively.

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Feedback Protocol: Includes two positive comments, two suggestions and a revision period to apply feedback.

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

Dance Making - Choreography

Students collaborate on creating group choreography and demonstrating ability to:

- Create a short dance with peers, incorporating several movement phrases with a beginning, middle and end.
- Use unison movement in different directions and spatial paths.
- Make choices based on simple choreographic structures such as AB, ABA, canon, theme and variation.
- Rehearse, evaluate, revise and edit a dance in collaboration with peers.
- Collaborate constructively with their peers.

**What formative assessment strategy I will put into practice:**

***A Dance Making and Collaboration Rubric* for self and peer assessment as well as a *Feedback Protocol* to guide discussions and ensure that their comments are constructive.**

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

**To support their collaborative skills and develop their independence as dance-makers.**

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

Note: The following plan is chronological but it took longer to complete (see my Reflections)

Step 1: The students will be given the assignment to create a short dance study with peers based on the dance task from lesson four (see attached lesson plan) of the José Limón dance unit.

Documentation: See Student Work Video

- Clip 1- Ana giving dance making assignment students working

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Step 2: Each group will get a handout of the *Dance Making* rubric (see Rubric) during the **first session** they work on their group dances. At the end of this session, the groups will use the *Dance Making* rubric to assess their own choreographic work. I will listen to their discussions and record the groups for documentation.

Documentation: See Student Work Video

- Clip 2- students working
- Clip 3- students filling out the Dance Making rubric
- Dance Making Rubric filled out by students

Step 3: At the end of the **second session**, the groups will share their work in progress. The class will give them feedback using the Dance Making criteria and the Feedback Protocol (see attached document) to guide the discussion. The groups will add the feedback to their NEXT STEPS section of the rubric. I will listen to their discussions and record the groups for documentation.

Documentation: See Student Work Video

- Clip 4- Students sharing their work in progress
- Clip 5- Students giving feedback on the work in progress

Step 4: At the beginning of the **third session** working on their choreographic projects, each group will get a handout of the *Collaboration* rubric. At the end of this session, the groups will use it to assess their own collaboration skills, discuss their assessments of each other and will fill out the NEXT STEPS' section of the handout. I will record on video the same two groups working to document any improvement on their choreographic work as a result of the improvement of their collaboration skills.

Documentation: See Student Work Video

- Clip 6 - students working
- Clip 7- students filling out the Collaboration rubric

Dance Collaboration rubric filled out by students

Step 5: They will have a **third session** to apply their NEXT STEPS' goals in dance making and collaboration. They will revise their dances and will share them with their peers. The cycle of sharing, giving feedback and revision will be repeated at least once more. I will record the sharing of the dances.

Documentation: See Student Work Video

- Clip 8- Students working and applying their NEXT STEPS' goals in dance making and collaboration
- Clip 9- Students' final work

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**Step 6:** I will watch clip 4 and clip 9 to compare and contrast both recordings. I will look for any evidence of improvement in their choreography as a result of improving their dance making and collaboration skills. I will use the *Dance Making Rubric* to assess both recordings and to help me identify which were the dance making skills that did or did not improve.

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

Throughout several sessions in which the groups will be working on the choreographic assignment of the fourth lesson of the José Limón Dance Unit: see outline above.

**Evidence of effectiveness of this assessment strategy:**

- Use the Dance Making and Collaboration rubrics to self-reflect on their dance making and cooperative skills as well as their classmates'.
- Record and apply next steps for revision
- Give feedback to each other using the protocol and the dance-making rubric criteria to guide their feedback.
- Successfully create a group dance inspired by José Limón's signature work *There is a Time*.
  - Work collaboratively in a group, sharing ideas and listening to each other respectfully while making a dance study.