

Arts Assessment For Learning

DANCE — 6TH GRADE

HOW TO & TIPS: IMPROVING MODERN DANCE TECHNIQUE

- 1) Make peer feedback a priority. I found that I had to schedule the feedback sessions into my lesson plans, otherwise they wouldn't happen because I would run out of time.
- 2) Although the students used a checklist to write down their feedback and document their progress, sometimes I had the students give verbal feedback instead of using the checklist in order to save time.
- 3) I found that a great time to have students practice giving paired feedback was immediately after I taught the criteria for how to perform a technique skill. I would allot 5-10 minutes per feedback session.
- 4) When designing an inquiry question think about your students and any areas where they need more support. Once you have identified an area in which you would like them to improve, you can decide on what type of peer feedback you would like to implement, and how you will document their progress.
- 5) Set a routine in the classroom for giving feedback. From day one, I established a procedure for how students were to retrieve their criteria checklists and pencils to perform peer feedback. I kept the feedback criteria checklists in the classroom, so when it was time for feedback, I would pull out the forms and give students ten seconds to collect their form and get to work with a partner. When the feedback session was over, students knew where and how to place their papers and pencils at the front of the room.
- 6) A trick for time management is to set a timer to keep track of the time you have allotted for peer feedback.
- 7) Establish a protocol for how to give and receive feedback at the very beginning of the unit. Model the protocol in front of the entire class first before you have the students give paired feedback.
- 8) Establish very clear criteria for the skill the students will be giving feedback on. If you give students specific criteria with which to conduct their feedback, then the students will more likely provide feedback that is accurate and useful. When students know the criteria that they should look for in their partner's work, it will decrease the risk of a student giving subjective feedback.