

Arts Assessment For Learning

DANCE — 7TH GRADE

ACTION PLAN: REVISING CHOREOGRAPHY

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

7th Grade dance class

Inquiry question:

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

Student learning goals:

- Utilize dance vocabulary
- Give specific criteria-based feedback
- State what the dancers see

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

- How can we incorporate dance literacy into our studies?
- How can we utilize peer feedback to improve our technique and choreography?

What formative assessment strategy I will put into practice:

Feedback protocol

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

I will implement this strategy in the Laban Movement Analysis unit and with performance projects. I will use introduce this choreographic tool at the beginning of the choreographic lesson.

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

Dance Journal:

These are utilized each day at the very beginning of class. Some days we write down and review dance and the specifics of dance terminology and on other days, we utilize the dance journals to work on peer feedback.

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Laban Movement Analysis Unit:

We create short movement studies that each group choreographs and then performs for the class. The curriculum focuses on each of the three main areas of Body, Effort, Space and Relationship. For each category, we work on what that section represents and how it can be highlighted in choreographic studies.

For example:

- **Body** refers to the “What” of the dance
- **Effort** refers to the **How** of the dance
- **Space** refers to the **Where** of the dance
- **Relationship** refers to the **With Whom or With What** of the dance

We spend class time learning about all of the dance vocabulary words that are categorized into each of these four main areas. We learn about these concepts through the use of technique class as well as improvisational structures.

Group Choreography and Feedback

Once the class has a strong handle on the details of each category, we create short movement studies that focus on one of the areas. These small pieces of choreography are created by a group of students and then performed in front of the entire class to receive peer feedback. On the day of the choreographic performance, we would write in our dance notebooks the protocol for peer assessment.

Specifically the format is:

“I like _____. I wish _____. I would suggest _____”

In-class Showings:

Student audience sits in a semi-circle and watches one group at a time perform their movement study (e.g. The Space Study). Students contribute feedback to the performing group. Simultaneously, each student is writing down peer feedback for each group in his/her dance journal. An example of this feedback is:

I like the way your group utilized multiple levels in space. I wish your group had more diversity in the directional choices that you made. I would suggest adding movements that travel backwards in addition to the ones that you have chosen that go forward.

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Revision:

After each group receives peer feedback, time is given during the subsequent class for the groups to make revisions based on the feedback. The cycle is repeated with another performance and another round of peer feedback. Through this process, the students gain a greater understanding of the terminology from each LMA category, as well as a better ability to take feedback and revise choreography.

My students and I have found this to be an incredibly successful model for choreography and revision.

Evidence of effectiveness of this assessment strategy:

Through the use of videotaping and journal writing, I will capture peer feedback during share-out performances. Through this form of evidence taking, we can record first draft pieces, verbal feedback and subsequent second draft pieces.