

Arts Assessment For Learning

DANCE — 7TH GRADE

HOW TO & TIPS: REVISING CHOREOGRAPHY

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.

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 _____”

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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.

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.