

Arts Assessment For Learning

THEATER — 3RD GRADE

ACTION PLAN: MONOLOGUE PERFORMANCE

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

3rd Grade

Inquiry question:

Does peer assessment help my students work independently and cooperatively during rehearsal?

Student learning goals:

See Blueprint goals

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

ACTING Imagination, Analysis, and Process Skills

*Sustain focus on the imaginary world & scripted given circumstances in activities, & performances.

ACTING Performance Skills

*Use the body in a variety of movements that show an understanding of spatial relationships,

*Use a variety of vocal skills, including tone, rhythm, projection, character voice and emotional quality.

PLAYMAKING

Imagination, Analysis, and Process Skills

*Through reflection & analysis, evaluate & critique their work & the work of their peers in a productive & respectful way.

What formative assessment strategy I will put into practice:

I will have students practice peer feedback with the recording onto class feedback forms.

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

My students are dependent on teacher feedback and approval. They also would benefit from improving their skills of collaboration. Formative assessment will help them rely on their peers for feedback and it will impact their revisions.

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

Session 1: Colors warm-up (review SOLO 'tempo' + PAIR 'levels' + GROUP 'tableau'), "I Am", prompts (6 writing prompts to elicit memories from childhood)

Session 2: Places warm-up (SOLO 'tempo' + PAIR 'levels' + GROUP 'tableau'), set up groups of four, groups share their lists with each other, highlight 4 choices (of 6) for group, guided relaxation

Session 3: Walk-thru warm-up (SOLO 'tempo' + PAIR 'levels' + GROUP 'tableau'), watch DVD of former class using criteria in performance pieces, set criteria list with class, guided relaxation

Session 4: Warm-up, review criteria, 20-minute rehearsal, set up feedback protocol and go over forms, share (two groups) with feedback, guided relaxation

Session 5: Woosh warm-up, 10-minute rehearsal, three group shares with feedback, more rehearsal with revising, guided relaxation

Session 6: Wooosh warm-up, 10-minute rehearsal, group shares with feedback, more rehearsal with revising, guided relaxation

Session 7: Wooosh warm-up, 10-minute rehearsal, final group shares, student written reflection, guided relaxation

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

I will use this strategy during an 8 week "I AM..." Unit

Evidence of effectiveness of this assessment strategy:

I will know my students have/have not met their learning goals when they are able to:

- Address the criteria in their *I am..Monologues* as evidenced by videos, feedback, their notes and my anecdotal notes