

## REFLECTION: MONOLOGUE PERFORMANCE

### **Without judgment, describe what you did. Just the facts:**

The students spent the first week writing their experiences for following 6 prompts- food, memory, quote from someone close to you, vacation memory, person you admire and why, something you are proud of yourself for, wish for the world.

The second week I separated the class into groups of four and gave them the task of choosing four (of the six) prompts to focus on as a group.

The third week we watched a DVD of a fifth grade class using a criteria checklist in a similar lesson and then we made a list of what we wanted to see in our pieces.

The fourth week I passed our feedback sheets that had the criteria we had established the week before. The students had most of the class to work on creating their pieces.

The fifth through eighth weeks we started with a focus warm-up, then the students worked on their pieces for a little over half of the class and then we alternated sharing between groups with feedback after each share.

### **What went well?**

The students liked creating the memory lists and they liked coming up with what the criteria would be. Many students also liked the 'freedom' of putting the pieces together in their own way.

### **What was so-so?**

There were many students who didn't like the 'freedom' of creating the pieces their own way and would have preferred more specific directions.

### **What was the most challenging part of trying this?**

Keeping ALL of the members of each group on-task and having them work out disagreements between them without teacher intervention.

### **What was the impact of this strategy on student learning?**

The students definitely learned from watching and giving feedback to each other. For example, two groups in a row would get feedback about changing their entrance from a straight line entrance to something else...so the third group usually put together a different type of entrance. The same held true for vocal projection and facing the audience.

# Arts Assessment For Learning

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THEATER — GRADE 3

**What questions were raised for you as you implemented the assessment practice?**

Is 'creating an original piece' the most important thing that I want from third graders? I think that this was too much for them. I have since used some of the same criteria for scene work and been more successful.

**What new insights or understandings are forming as a result of this experience?  
(Share with group)**

Ensemble work builds from week to week and year to year. Just as much care should be put into grouping the children as into creating the criteria.

**How do the results of your action plan inform your inquiry question?**

I think peer assessment helped many students work independently...although I am not sure that it actually fostered cooperation (any more than good grouping and/or teacher guidance).