Lifting the Barre in Arts Education: Connecting Dance with Common Core in English Language Arts, Math, Social Studies and Science K-6

Developed by Humboldt County Office of Education and North Coast Dance

Section: **4**

Section Title: **Dance Evaluation**

A Professional Learning Module Designed for: **K-6 Classroom teachers**

CONTENT OUTLINE

Purpose:
To help teachers understand how to evaluate dance in an objective manner.

Time: 2 hours

Grouping:

Standards:
See Standards

Slides: 80-84

Handouts:
Dance Rubric

Materials:

Media Resources:

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PROCESS/ACTIVITY

How to talk about Student Work
Student work= student created
Brainstorm/ List general guidelines:
Know your goal for your student
Know the student's assignment/ personal goals
Acknowledge and encourage their creativity (there are infinite ways to be "right"/ successful)
Give feedback that promotes growth

Practice: Have an instructor or participant improvise 30 seconds to a minute of dance (this can be prompted by a Movement Problem). Facilitate peer review using these guidelines.

Discuss: What are your goals for your students? How can your feedback support those goals?
How to Evaluate/ Assess Student Dancing
Brainstorm/ List general guidelines:
Know your goal for your students, ie: what technique or skill or dance element are they supposed to demonstrate
Clearly communicate your goals to your students
Know and communicate what "right" and "wrong" will look like
Evaluate specifically, ie: Did they use the correct foot? Did they do the steps in the correct sequence? Did they stay with the music? Did they start all their jumps with bent knees?
Give feedback that promotes improvement

Practice: Have an instructor or participant demonstrate a dance skill that has already been taught and practiced. Facilitate peer assessment of their demonstration following these guidelines.

Discuss: How do we turn our goals into assessments?

Dance Rubric
Introduce Rubric
Discuss: How to make or modify a rubric for specific classrooms and lesson plans.

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