# Resource in focus – Dance Stage 5 – individual goal setting

This resource showcases an excerpt from [Sample unit – All that Jazz!](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/creative-arts-curriculum-resources-k-12/7-10-curriculum-resources/dance-stage-5-all-that-jazz) Sample units are optional resources that present ‘one way’ of designing teaching and learning experiences. They can be adopted and adapted for your school context.

The example below demonstrates **one way** that activities in a learning sequence may be adapted to strengthen opportunities for individual goal setting. It focuses on Learning sequence 4 – the elements of dance and performance quality in jazz dance. This is approximately 3 weeks in duration and is the last learning sequence of this unit.

**Note**: possible adaptations are represented in **bold red.** Student-facing reflective questions are represented in a grey box.

## Self-reflection of the jazz dance performance

Previous activities from Learning sequence 4 omitted

To conclude the unit, students review footage of their performance of the jazz dance for assessment and complete a self-reflection activity. **Students are provided with footage of a WAGOLL to assess against the unit assessment rubric. Students then self-assess their performance using the ‘Jazz dance’ sections of the unit assessment rubric in the** [Sample assessment task – All that Jazz!](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/creative-arts-curriculum-resources-k-12/7-10-curriculum-resources/dance-stage-5-all-that-jazz)Students respond to questions directed by the teacher to reflect on their own practice of dance technique, safe dance practice and performance quality in the style of jazz. **Suggested student reflective questions:**

* **How have I applied strength and/or flexibility in the dance to control my dance technique?**
* **Which aspects of dance technique were challenging for me in preparing to communicate the intent of the dance? Why?**
* **How have I manipulated space, time and/or dynamics to apply performance quality in the jazz dance?**
* **To what extent did I achieve a clear interpretation? Why?**
* **How can I continue to work on my manipulation of space, time and dynamics to enhance my application of performance quality and interpretation next time I perform?**

Students are encouraged to use the language related to performance they have learnt throughout the unit in their responses. The glossary provided at the end of the [Slide deck – All that jazz!](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/creative-arts-curriculum-resources-k-12/7-10-curriculum-resources/dance-stage-5-all-that-jazz) can be used to support students in preparing their reflection.

**Based off their self-reflection and the feedback received from the teacher and peers throughout the unit, students develop 1-2 individual goals using the scaffold below. This goal setting process is modelled and supported by the teacher. The teacher uses** [**Implementation tool – supporting goal setting,**](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X2N1cnJpY3VsdW1yZWZvcm1fRUFQLTAwMDM==/aW1wbGVtZW50YXRpb24tdG9vbC1zdXBwb3J0aW5nLWdvYWwtc2V0dGluZy5kb2N4=?versionid=) **found in the Individual goal setting chapter of the** [**Effective assessment practices guide**](https://resources.education.nsw.gov.au/api/v1/blob-store/ZXF1X2N1cnJpY3VsdW1yZWZvcm1fRUFQLTAwMDk==/ZWZmZWN0aXZlLWFzc2Vzc21lbnQtcHJhY3RpY2VzLWEtZ3VpZGUtZm9yLXRlYWNoZXJzLWFuZC1sZWFkZXJzLXNjb3JtMTItMFRnM1NFSTYuemlw=/c2Nvcm1jb250ZW50=/aW5kZXguaHRtbA===?versionid=#/)**.**

Table 1– goal setting scaffold

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| --- | --- | --- | --- | --- |
| **Goal**  **What do you want to achieve?** | **Time frame**  **When would you like to achieve it?** | **Action**  **What do you need to do to achieve your goal?** | **Support**  **Who and what might support you?** | **Success criteria**  **How will you know when you are successful?** |
|  |  |  |  |  |
|  |  |  |  |  |

Unit is concluded.

## References

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