# Resource in focus – Dance Stage 5 – peer assessment

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 formative check-in opportunities in a learning sequence may be adapted to strengthen opportunities for peer assessment. It focuses on the last activity ‘Assessment - class exercises’ within Learning sequence 2 – developing jazz dance technique.

Note: possible adaptations are represented in **bold red**. Student-facing formative check-in opportunities are represented in a grey box.

## Assessment – class exercises

Previous activities from Learning sequence 2 omitted

The teacher communicates and facilitates the [sample assessment task](https://education.nsw.gov.au/teaching-and-learning/curriculum/creative-arts/planning-programming-and-assessing-creative-arts-7-10/dance-7-10) as per school procedures.

**The teacher reviews the ‘Class exercises’ component of the assessment rubric in** [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) **to ensure students have a clear and consistent understanding of the skill progression outlined.** **To demonstrate how this component of the rubric is applied, the teacher performs a warm-up activity from the unit using a think-aloud process.**

The teacher selects or guides students to select warm-up, centre and locomotor exercises that have been taught throughout the unit which will form the class exercise component of the assessment task. Students perform the exercises in groups to demonstrate their application of jazz dance technique and safe dance practice.

In preparation for this assessment, the teacher guides students to complete formative check-in opportunities, which might be completed once and/or on multiple occasions:

* **Opportunity 1** – in small groups you will perform one warm-up, centre or locomotor exercise for your teacher and peers. Select one aspect of dance technique or safe dance practice you would like to receive feedback on. For example, lower–body alignment in a centre exercise or application of strength in a locomotor exercise. **Your teacher will review with you the ‘Steps to success in** [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)**. This will include consideration of safe dance practice, applying dance technique to jazz dance skills and giving, reflecting on and applying feedback.** After performing, you will receive feedback from your teacher and peers for reflection. **Ways to receive feedback and reflect might include combinations of physical, verbal or written responses.**  **Your peers will provide feedback on your selected dance technique or safe dance practice using the ‘Class exercises’ section of the unit assessment rubric in** [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) **This feedback is to be respectful, supportive and actionable for you.**
* **Opportunity 2** – review video footage from the class performing a warm-up, centre or locomotor exercise. Reflect on your application of dance technique and/or safe dance practice using ‘Two stars and a wish’ for self-reflection, noting 2 aspects for that are improving (two stars) and a wish for something to keep working on. Pair up with another person in the class to Share your two stars and a wish. In your discussion you might like to brainstorm ways or strategies you could use to work on your ‘wish’.

**Teacher note: Opportunity 2 can be further strengthened by incorporating peer assessment, allowing students to provide each other feedback using the** [**'Two Stars and a Wish'**](https://docs.google.com/presentation/d/1D8EvY1V2HeuWg3-dK2raranN_mskczfb5qXB1dnp7cY/edit?usp=share_link/template/preview&clearCache=55a6ee52-cdfe-704d-5f6e-828e901c2617) **strategy. This will give students more comprehensive and constructive feedback.**

Unit continues as is…

## References

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