# 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

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website [https://educationstandards.nsw.edu.au/](https://educationstandards.nsw.edu.au/wps/portal/nesa/home) and the NSW Curriculum website <https://curriculum.nsw.edu.au/>.

[Dance 7–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/creative-arts/dance-7-10-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the Copyright Act 1968 (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).



This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.