# Resource in focus – Dance Stage 5 – self-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 activities in a learning sequence may be adapted to strengthen opportunities for self-assessment. It focuses on the activity ‘Parallel versus turnout alignment’ within Learning sequence 2 – developing jazz dance technique. This learning sequence is approximately 5 weeks in duration.

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

## Parallel versus turnout alignment

Previous activities from Learning sequence 2 omitted

The teacher explains the difference in alignment between parallel and turnout using images, descriptions and/or demonstrations. The teacher leads students through practical warm-up and technique exercises that use parallel and turnout alignment such as:

* roll down exercise in parallel, focusing on alignment of knees over toes with simple bending and stretching actions
* bending, stretching and rising while maintaining parallel alignment
* tendu in parallel isolating the lower body at first to control alignment
* transferring weight while maintaining parallel
* repeating the above, changing the lower body alignment to turnout by rotation at the hip joint.

When leading students through turnout exercises the teacher reinforces the changes that need to occur in the body including rotation at the hip, working within students’ natural range of turnout and maintaining knee-over-toe alignment in a turnout position.

Students might complete a practical and self-reflection activity where they review the alignment of their body in parallel and in turnout using photos and/or teacher and peer feedback.

**The teacher utilises slide 30 from** [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) **as the success criteria for parallel alignment and leads students through the following self-reflective questions:**

* **Are my feet placed underneath my hips?**
* **Are my second toe and heel in line?**
* **Does it look like I’m standing on train tracks?**
* **Are my knees slightly softened?**
* **Are my knees ‘snapped back’?**
* **Is there a line running from my hip bone to the knee and down to the centre of my feet?**
* **Do my knees track over my toes when bending?**

**To demonstrate this process, the teacher presents two deidentified images: one showing correct placement in parallel alignment and the other displaying misalignment in parallel, relative to anatomical structure. Together, the teacher and students evaluate each image using the reflective questions discussed. The teacher indicates which placements are correct or incorrect and why.**

**Students close their eyes and perform parallel alignment to engage in a kinaesthetic self-assessment. Teacher prompts students to reflect on the self-reflective questions above to guide their self-assessment.**

**Students then take photos of each other demonstrating parallel alignment and use the same reflective questions to self-assess their own body alignment. The teacher unpacks the safe practices, below, with students.**

Teachers should use safe practices for managing photos including:

* providing students with clear information about how the photos will be used, stored and/or shown to others
* providing students with the agency to freely give, deny and/or withdraw consent to participate in photos
* storing and managing student photos through secure platforms.

**Teacher note: As an alternative to taking photographs, students can use a mirror for self-assessment. If a mirror isn’t available, students can stand face-to-face with a peer who provides feedback, helping facilitate the self-assessment process.**

Learning sequence continues as is…

## References

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