

Date: 10/29/2019	Subject: Dance II	Grade: 9-10
Lesson Topic: Ballet Technique and Peer Feedback		Class/Group Size: 8
Instructional Location: Ridge High School, Dance Studio		
I. Learning Objectives		
Central Focus of Lesson – Students will give feedback to a peer regarding their technique and performance in a learned petite allegro combination.		
Lesson Objective(s):	Standards Addressed:	
<p>Content Objective: Students will be able to apply peer feedback to their embodiment of the petite allegro combination.</p> <p>Language Objective: Students will be able to analyze a peer’s performance of a learned petite allegro combination regarding memorization, performance qualities, and technical mastery.</p>	<p><i>NCAS</i> DA:Pr5.1.Ia. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>DA:Pr6.1.I a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production</p> <p><i>NJCCCS</i> 1.3.12.A.3 - Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p>	
Key Vocabulary: Petite Allegro Steps: changement, echappé, glissade, jeté, pas de bourré, pas de chat, coupé, assemblé; plié, neutral pelvis; alignment; port de bras; core stability; correction		
II. Lesson Consideration		
Prior Academic Learning and Prerequisite Skills	Students have been developing skills in ballet technique specifically working on barre exercises (plie, tendu, degage, rond de jambe, and grand battement). Dancers have been specifically developing skills in alignment, specifically maintaining a neutral pelvis when appropriate. Dancers have extensively practiced the 8 body positions in ballet and have been developing skills in petite allegro movements recently. Dancers are working to demonstrate technical proficiency while manipulating a prop within their water-inspired performance piece.	
Misconceptions	<ul style="list-style-type: none"> - In order to demonstrate performance qualities dancers must smile. - Memorizing steps is enough to demonstrate proficiency - Getting feedback means that you are not a good dancer. - Feedback should only be “nice” comments 	
III. Lesson Plan Details		
Lesson Introduction – “Before”		Number of Minutes
<ul style="list-style-type: none"> - “As we discussed yesterday, today in class we are going to spend time giving peer feedback on our petite allegro combination to test your knowledge of the steps and technical execution before we rehearse your showcase dance.” - Dancers will enter the dance studio and prepare for ballet barre: remove shoes, place barres out, and stand in their assigned barre spots. - Dancers will complete their memorized barre plie, degage, relevé, and grand battement exercises. - As dancers take the barres away, “Think about the corrections we have applied in your barre exercises. Come up with one correction from the past week that could apply to your petite allegro combination.” 		10 Minutes

Learning Activities - “During”: <ul style="list-style-type: none"> - Students will gather (standing) by the white board. “What qualities or skills should be present in the petite allegro combination to demonstrate perfect technical mastery?” - Students will brainstorm to create a list of skills such as memorization, straight legs and pointed feet in the air, full body engagement, etc. These skills will turn into a checklist for students to use to analyze their heterogeneously assigned partner’s performance. - Students will have 2 minutes to practice the combination with their partner, using the checklist as a reference. - Students will then perform the combination with music one partner at a time and use the co-created checklist to evaluate their partner’s mastery of the phrase. - Students will conference with their partner, document feedback using the Corrections Form, and physically embody corrections. 		15 Minutes
Closure - “After”: <ul style="list-style-type: none"> - Students will verbally share out one eye opening or “aha” moment after working with their partner. - Students will perform their showcase choreography, implementing their partner’s feedback into the petite allegro section of the dance. - Group Discussion following a think-pair-share format: <ol style="list-style-type: none"> 1. How can you use the process that we followed today outside of class to improve your mastery of technical skills, exercises, and choreography? 2. How can this process help you to prepare for the Ballet Unit Exam next week? 		10 Minutes
Extension: If time remains, students will apply the feedback process (create criteria, watch a peer, give feedback) for a section of their choosing from the set ballet choreography.		
V. Assessment		
Assessment Strategy #1		
Description of Assessment Strategy #1: Peer Review Checklist and Feedback	Alignment with Objectives: The peer review checklist and feedback process assess the language objective: students will be able to analyze a peer’s performance of their class showcase dance regarding memorization, performance qualities, and technical mastery.	
	Evidence of Student Understanding: Students will use the co-created checklist to identify technical and performance skills within their peer’s dancing and analyze their observations to provide specific feedback of how dancers can work towards demonstrating mastery.	
	Student Feedback: The teacher will provide verbal feedback to students in real time as they are working with their partner. Specifically, the teacher will check in with each group to ensure that all students are receiving both positive reinforcement and goals for improving mastery.	
Assessment Strategy #2		
Description of Assessment Strategy #2: Corrections Form and Visual Assessment	Alignment with Objectives: This assessment aligns with the content objective: students will be able to implement peer feedback into their dancing as students will document and apply their corrections to the petite allegro exercise.	
	Evidence of Student Understanding: Students will document their key corrections in order to focus their development of technical and performance skills. Students will use their list to synthesize their corrections with their performance. While students may not be able to implement the corrections immediately into their dancing, they will have the list as reference for future work.	
	Student Feedback: Students will submit their corrections form at the end of class for teacher review. They will receive written feedback on their progression with these specific skills and additional or modified goals if necessary.	
VI. Knowledge of Students		
Building on Personal/Cultural/Community Assets: Students have engaged in a ballet unit since the start of the semester focusing on ballet technique, exercises, dance history, and choreography. As students have been working on these exercises for some time, they are now prepared to refine their skills. In choreography lessons, students have practiced giving peer feedback following a variety of formats: identification of elements, analysis of choreography in relation to intent, and making connections between choreography and personal aesthetic preferences. Students are well versed in the process of giving feedback and etiquette that accompanies the practice. Students will use their prior knowledge of both ballet technique/performance and the feedback process in order to give their peer feedback on technical dance elements. While the feedback will be focused by the checklist, each student is given the responsibility to identify and articulate the checklist moments within their peer’s dancing. Using their personal assets, students will develop their critical eye for ballet technique. Students are working together in partnerships to give, receive, and analyze feedback. Our established learning community is built on mutual respect, full engagement, and collaboration. Students will use these qualities in the peer feedback process, using community assets to practice appropriate feedback etiquette.		
Grouping Strategies: Students will be assigned to heterogeneous partnerships to ensure that each partnership is fully supported in their process. Students who generally need additional support will be paired with leaders in the class in order to help focus their process.		
Planned Supports: Students are partnerships are deliberately constructed in order to support lower-achieving students. Students will be paired heterogeneously so that students can work to support one another in the feedback process, which is particularly important for student who need additional support throughout class activities. Using a checklist format will support students in		

giving **focused** feedback on specific qualities that are key to mastery of petite allegro movements. Furthermore, the checklist will be co-created among the teacher and students in order to support students in identifying key technical elements of petite allegro movements which will lead to more meaningful learning within the segment. When conferencing with their partner, students will document their feedback following a feedback form in order to support students in implementing the corrections into their dancing. This is key for students at this beginning-intermediate level as it will take time and practice to implement the identified corrections into their performance of the exercise. Students will be able to use this feedback form to refer back to and improve their embodiment of ballet technique within the phrase prior to their Ballet Unit Exam and showcase performance. Lastly, the closing discussion will follow a think-pair-share format in order to support students in participating fully in the discussion. Students are often hesitant to volunteer answers, this format will require them to prepare their thoughts and conference with a peer prior to sharing out with the class, increasing participation in the discussion.

VII. Supporting Literacy Development through Language

Main Language Function: Students will be able to *analyze* a peer's performance of their class showcase dance regarding memorization, performance qualities, and technical mastery.

Key Learning Task(s): Students will *analyze* their peer's performance using the co-created criteria checklist. Specifically, students will *analyze* their peer's movement by not only identify the qualities within the checklist, but will also connect their observations with causes, specific moments, and make suggestions for improvement based off their observations.

Additional Language Demands (i.e. syntax, vocabulary, discourse): Key vocabulary includes the petite allegro steps: changement, echappé, glissade, jeté, pas de bourré, pas de chat, coupé, assemblé and supporting ballet terminology and concepts plié, port de bras, alignment, neutral pelvis, core stability and correction. Students will engage in discourse as they use the key vocabulary to give feedback to their peer.

Language Supports: Students are supported in *analyzing* their peer's performance through the co-created checklist. Students will strengthen their understanding of the concepts by brainstorming and justifying criteria as a class. Students will then use their understanding to identify the qualities within their peer's dancing using the support of a technical mastery checklist. Lastly, with the support of their checklist, students will connect their observations with causes, specific moments, and make suggestions for improvement.