

NAME: _____

DANCE SELF-ASSESSMENT SHEET

SUCCESS CRITERIA			
Developing			
I can use stimuli to create movement and am able to move in time with the music.			
I can perform most basic actions with control and fluency.			
I can demonstrate basic actions using some dynamic qualities.			
I can come up with basic ideas to create a small routine.			
I can work with a partner or small group well.			
I can describe and comment on my own and others' performance.			
I can make simple suggestions on how to improve my performance.			
I understand how the body responds to exercise and the warm up.			
I can copy a dance routine or motif.			
I understand some key Dance terminology.			
I can identify some of the key movements within dance when watching a performance.			
I can appreciate a performance and identify the dance style.			

SUCCESS CRITERIA			
Securing			
I can respond imaginatively to a variety of stimuli.			
I understand rhythm and can move in time to the music.			
I can demonstrate a wide range of actions, with confidence, control and fluency.			
I can use different dynamics to help develop my routine.			
I can develop or adapt my routine to make it better and choreograph small sections of the routine.			
I can work well in a small group and contribute some ideas/choreography.			
I can give feedback to others about their performance.			
I am able to listen to feedback from the teacher and other students and use this to help improve my performance.			
I understand why and how you warm up in dance and could complete a warm up individually.			
I can copy a routine or motif including some more advanced moves.			
I understand several key terms in dance and can describe what they mean.			
I can identify most of the key movements in dance when watching a performance.			
I can appreciate a performance and identify some choreographic devices used.			

Dance Self Evaluation Writing Example

Daniel F McAuley



Dance Self Evaluation Writing Example:

Dance Teaching Methods and Curriculum Design Gayle Kassing, Danielle Jay-Kirschenbaum, Danielle Mary Jay, 2021
Dance Teaching Methods and Curriculum Design Second Edition presents a comprehensive model that prepares students to teach dance in school and community settings. It offers 14 dance units and many tools to help students learn to design lesson plans and units and create their own dance portfolio. Teaching Dance as Art in Education Brenda Pugh McCutchen, 2006
Brenda McCutchen provides an integrated approach to dance education using four cornerstones: dancing and performing, creating and composing, historical and cultural inquiry, and analysing and critiquing. She also illustrates the main developmental aspects of dance. *Inviting Writing* Adam Bushnell, David Waugh, 2017-02-27
With recent research findings by The National Literacy Trust indicating that 1 in 2 children enjoy writing, should primary school teachers be using it more? There are opportunities for teaching and learning writing in all subjects and all lessons. *Inviting Writing* supports you to find these opportunities and to plan, assess and develop children's writing for a range of purposes in a range of styles. Chapters cover every curriculum subject and explore the unique writing opportunities for each one. It helps you to focus on teaching the skills of composition and on taking writing forward. Examples of good practice are included throughout, alongside suggestions for teaching activities. This book also outlines the many ways in which children's writing can be evidenced and encourages you to reconsider the ways in which children's progress in writing can be tracked and captured. This is a practical guide to teaching writing across the curriculum. *Measurement and Evaluation in Human Performance* James R. Morrow, 2011
This brand new edition paves the way for students and professionals to identify and solve human performance problems in all areas of sport science, physical education, health and fitness. The text introduces students to tests and measurements and guides them through the minefield of statistics, data and decision making, and most importantly, being able to understand and make sense of data. **Performance-based Assessment for Middle and High School Physical Education** Jacalyn Lea Lund, Mary Fortman Kirk, 2010
While performance-based assessment has long been a staple of education, no book covers the relevant topics for middle and high school physical education as thoroughly as this new edition of *Performance Based Assessment for Middle and High School Physical Education*. This updated edition reflects the current NASPE standards and includes new ancillary materials, more examples for educators, and a new chapter about assessing fitness. This text will help you develop assessments and implement them into your curriculum, making the assessment process a natural part of instruction, provide feedback to students so they know what they have accomplished and what they still need to do, and use a variety of tools including open response questions, game play, and modified game play and progressive assessments to measure student learning. The authors break down this complex subject into easily digestible pieces and show you how to develop assessments that will help you and your students work together to enhance the instructional process in physical education. The authors, who have over three decades of experience teaching and assessing in public schools, describe

the various types of performance based assessments and show how to implement the assessments using numerous models as examples to be adapted to your own situations Not only will you learn how to develop and use assessments to help students but you will also receive unit plans for team individual and dual sports that you can modify for use in your own classes You ll learn how to create rubrics use portfolios in the assessment process and integrate assessments into fitness education and physical education You ll also explore the challenges with traditional grading practices and find out how to overcome those challenges The authors provide a wealth of tools for assessing students according to local state and NASPE standards while helping students reach their goals The text is supported by a Web site that includes a test package a presentation package with PowerPoint slides an instructor guide and a CD ROM that includes additional forms and assessments Performance Based Assessment for Middle and High School Physical Education Second Edition will help you develop authentic assessments and get the most out of the assessment experience And in doing so it will help your students experience success Audience Reference for middle and high school educators in developing and implementing physical activity programs Text for education and physical education majors and for students in technology courses Fundamentals of Assessment Kah Loong Chue,Amelia Yeo,Kelvin Heng Kiat Tan,Tay Hui Yong,2025-11-24 Offering a valuable introduction to those beginning their journey into educational assessment this book provides both teachers and students insights into the challenging world of designing implementing and interpreting classroom assessments School based assessments are essential in planning for quality teaching and learning but getting assessments right can be a challenging task for teachers especially those who are new to the profession It is exacerbated by the fact that because learners often experience assessment last in the lesson cycle it is also the last consideration in teachers minds This text is divided into four sections a Foundations of Assessment b Assessment Design and Development c Approaches to Formative Assessment and d Sustainable Assessment for the Future By the end of the book readers will have a solid understanding of classroom assessment practices and be equipped to design and implement assessments that support student learning promote equity and inclusion and take into account the important psychosocial aspects of assessment e g how it impacts students well being It is a must read for trainee teachers education policymakers and in service teachers looking to freshen their knowledge of the latest educational assessment innovations

The Evaluation of Composition Instruction Barbara Gross Davis,Michael Scriven,Susan Thomas,1981

Introduction to Dance Juanita Suarez,2006 *Creative Dance for Learning: The Kinesthetic Link* Mary Ann

Brehm,Lynne McNett,2008 *Creative Dance for Learning The Kinesthetic Link* is a comprehensive teaching guide that addresses the what why and how of creative dance It provides theoretical and practical guidance on teaching creative dance particularly in educational settings The authors approach is heavily influenced by Barbara Mettler Margaret H Doubler and Rudolph Laban all legendary figures in the field of creative dance Their theories are combined with the authors insights from thirty years of dance teaching experience to validate dance as art education adaptable to all ages and abilities explain a

conceptual framework for teaching dance in common language highlight the kinesthetic sense as a guide for creating dance forms provide methods of linking movement across the curriculum address cultural material through creative dance outline teaching progressions that develop student skill and understanding guide readers into building and presenting lessons of their own provide models for assessing student learning relate creative dance instruction to achievement standards in dance and other disciplines offer over 25 well tested lesson plans and 40 adaptations that extend the lesson material

Elementary Classroom Teachers as Movement Educators Susan K. Kovar, 2004 **Journal of Physical Education, Recreation & Dance**, 1994 **Artists in Residence Program** California Arts Council, 2001 Folk Dance Marcia Eastman Snider, 1980 This handbook is designed for use by secondary school Physical Education instructors as an extension of the basic philosophy and program presented in the 1980 Secondary Physical Education Curriculum and Resource Guide However it is hoped that the information will be helpful to elementary school teachers and recreational folk dance leaders as well Dance Research Journal, 1996 Teaching Children Dance Theresa Purcell Cone, 1994 Grade level 1 2 3 4 5 6 e p t **Minutes** California. State Board of Education, 1996 Forum and Column Review Loretta Sutton Metcalf, Walter Hines Page, Joseph Mayer Rice, Frederic Taber Cooper, Arthur Hooley, George Henry Payne, Henry Goddard Leach, D. G. Redmond, 1927 Creative Thinking and Arts-based Learning Joan P. Isenberg, Mary Renck Jalongo, 2006 Creative Thinking and Arts Based Learning prepares preservice and inservice teachers to know why children s creative thinking and play are so important know about children s play and creative thinking and also know how to provide these experiences within the curriculum It contains extensive coverage of the roles responsibilities and strategies that lead to a more child centered play based curriculum An Applied Approach Many instructional guidelines and classroom strategies are presented throughout the text for integrating creative thinking and play into learning Cases about preschoolers K 2nd graders and 3rd 4th graders open each chapter and show readers how teachers infuse the arts into learning Meeting Standards This new feature discusses how to provide for creativity in classrooms while also meeting state and national standards Frequently Asked Questions Another new feature poses common questions about issues such as what materials and resources to use how to adapt environments for diverse learners and how to foster and assess creative thought Misconceptions are dispelled with research based answers A Theoretical Approach Solid theory underlies all of the content The authors experience as university professors and practitioners is evident in their clear presentation of relevant theory A Reflective Approach Teacher s Reflections in each chapter tell readers what other preservice and inservice teachers are thinking and doing in their classrooms relative to their experiences with the arts Resources Instructor s Manual and test Bank PowerPoint Slides **Dance Magazine**, 1960 *Book Review Digest*, 1917

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