

Dancetrain Professional Learning Activity

Dancetrain Issue: **MarApr 2022** Adjudication **p70 & 71**

Activity Name:	Composition Conversation	Activity Type:	Elective PD: <i>Professional Reading & Self-evaluation/observation</i>	
Accreditation Level:	Proficient, Highly Accomplished & Lead	Duration:	1 hr	
Teaching Standards:	1.1.2 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.		3.1.2 Set explicit, challenging and achievable learning goals for all students.	
	3.3.2 Select and use relevant teaching strategies to develop knowledge, skills, problem-solving, and critical and creative thinking		3.5.2 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	
	4.1.2 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.		5.2.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals	
	5.4.2 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.			
How did this activity address the Standard Descriptor/s?	The teacher will undertake an analysis of past student composition projects and identify connections or reoccurring patterns between stimulus/intent, process and final result. Teacher will also use the reading and past notes of student process to identify any modifications they can make in their practice to improve their teaching of Composition.			

Task

1. Read the "The Composition Conversation" article on p70&71 of MarApr 2022 issue of Dancetrain
2. Make a list of stimulus/intent ideas that students have used in the past in your classes/programs. Be sure to include both successful and unsuccessful products. This task would be best completed using a spreadsheet
3. For each, note what "Grade/mark" students received for their final composition. This may also include Logbook marks, and if so, separate these mark values
4. Highlight any repeat or similar stimulus/intents.
5. In reviewing past work samples and feedback provided Identify what occurred in the student's creative process that hindered the success of composition. Pay particular attention to students' decision-making process and ability to articulate their intentions initially.
6. If you have past records of assessment/project monitoring, review these too.
7. Try to make a connection between the process and the end result and consider if the selection of stimulus intent has any consistent pattern in relation to the end result.

8. Consider the kinds of suggestions you would usually make to students and identify what modifications you could offer in light of your reading and data analysis