Instructional Strategies
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Strategies: Jigsaw and QR codes

Description: These are highlights from a lesson series on dance. Students will be learning a variety of dance genres, with a variety of formations (line, circle, freeform, partner, mixers). Today you will experience some formative assessment strategies used within that learning sequence. They will also be responsible for choreographing a short dance using those skills learned throughout physical education classes.

Physical Education Standard:
1.1 Combine and apply movement patterns, simple to complex, in dance.
For this sample we will only be focusing in performing choreographed dance. Within the learning series, they will be responsible for making their own dances (in a group).

Content this strategy addresses (from the unpacked standard):
- Steps are performed in the correct order
- Students move according to the beat
- Students move to the rhythm of the music
- Students move to the tempo of the music
- Students add style to the movement according to the style of the music

Why use this strategy?
- **Student-centered learning, rather than teacher directed**
- **Students bear the responsibility for facilitation of learning**
- **QR code gives each student the ability to repeat the video as many times as they need in order to feel confident in leading the learning**
- **Students learn the choreography using a variety of instructional tools**

Management considerations?
- **Are students allowed the use of personal devices in class?**
- **What alternative tools do you have access to (sets of iPads at school site)?**
- **Grouping – Consider using "Team Shake"**

What level of DOK (CCSS-critical thinking) is being addressed?
Students will:
- Level 1- definitions of danced vocabulary
- Level 2- Use the terms in the process of refining a dance
- Level 3-Relating learning dance as it fits in lifestyle

What questions will you ask for this DOK level?
Level 1-"What genre would you consider this dance?"

Level 2- "Can you use musicality, tempo, rhythm, and underlying beat in performance of dance?"
Level 3- "Why do we learn dance? How can learning dance assist in other physical activities throughout a lifetime?"

Where does this activity fit within the lesson sequence?
1. **Barnyard Babble – A pre-assessment to see how much dance vocabulary was retained from earlier grades**
2. **Quiz-Quiz-Trade – This will happen after specific lessons using dances to learn the concepts of beat, rhythm, musicality, tempo, using dance vocabulary**
3. **Jigsaw of "Uptown Funk" dance using written text and video mid-way through the learning sequence.**
4. **Peer assessment to recognize specific elements that refine dance**

Lesson/learning activity description
1. Barnyard Babble-Students each have a card with a dance step. There should be approximately 4 students for each dance step. Without talking, they are to move according to the dance step to a group of students with the same card.
2. Quiz-Quiz-Trade –Each student has a card with a dance term and the definition. They are to go to another student and give them the term. The partner is to define as best they can. The person with the card reads the definition and they discuss any clarifications needed. The other person also quizzes the partner. They switch cards and go to another partner. Try to go until most students have had a chance to get to most of the cards.
3. Jigsaw-Students in groups of 4 number themselves. Along the wall are 4 stations with written dance steps. There is also a QR code with a link to a YouTube video that will help them with the steps and style of the dance. One person from each group goes to a station and learns 16 counts of the dance. Once they know that section of the dance, they go back to the original group and share the dance steps in order. The group works together on putting the pieces of the dance together.
4. Peer Assessment—Sometime toward the end of the lesson series, the students choose a dance to perform. They are assigned a peer evaluator who is to look at the 4 areas on the check list and put a "+" if there is evidence of that content or "-"of it is missing. The evaluator is to give feedback to the performer verbally.

cWhat other content could this strategy be used for?