

Elementary Jazz Observation Questions Form

Download and print a copy of this form to class if you will be observing. Be prepared to take notes through class. A reminder that class observation results in an 80% participation grade for that day.

A few Jazz terms:

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|---------------------------|-----------------------|--------------------|
| <i>parallel</i> | <i>flat back</i> | <i>contraction</i> |
| <i>arch</i> | <i>hinge</i> | <i>lunge</i> |
| <i>turn (pirouette)</i> | <i>body wave</i> | <i>tendu</i> |
| <i>kicks (battement)</i> | <i>leaps (jete)</i> | <i>straddle</i> |
| <i>splits</i> | <i>walks (struts)</i> | <i>jazz square</i> |
| <i>jazz slide</i> | <i>chasse</i> | <i>grapevine</i> |
| <i>kick ball change</i> | <i>pas de bourree</i> | <i>hitch kick</i> |
| <i>jumps</i> | | |

For these observations, don't "name names". You are not "spying" or "tattling" on peers, you are observing classroom behavior so you can better understand how it contributes to learning and overall atmosphere of learning. Use the back of this page or additional pages as needed.

1. Observe for instances when students are actively engaged in information-gathering: when they ask questions (of the professor, of each other), answer questions (of the professor, or each other), seek information, or other appropriate learning behavior.
2. Observe for instances when students disengage from class (i.e. talk unnecessarily, "space out").

3. Observe for instances when students do not seek information when it seems to be needed (are passive, wait for others to figure things out then follow, seem clueless).
4. Identify evidence of students who are participating in class completely (mentally, physically, emotionally).
5. Discuss individual differences that you observe between dancers as they perform warm-ups, center, and across the floor combinations.
6. Reflect on your own class participation and behaviors. What do you think you do well, and what do you want to focus on for improvement?