

Formative assessment in dance

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This presentation mediates a study with the purpose to analyse and describe the phenomenon formative assessment of dance knowledge from a teachers' perspective through the method of observations. The study shows that dance teachers use different approaches in their work with formative assessment. The teachers embodying dance actions is one of these approaches and connects to the theme of this conference.

The study is based on phenomenological philosophy where human beings are inter-subjective linked with and within the world. According to this theory there are no distinguish between body and soul, they form an entirety. According to Merleau-Ponty (1962) the only way to gain insight of the world is through human experience of it. A basic rule and the starting point for research is to turn towards the things themselves and to be adherent to the things. This research is based on already existing research of phenomenology in terms of dance and assessment.

Based on Spiegelberg (1994) an analysis of produced material of the study can show how teachers use formative assessment in classroom-teaching. The research questions aim to answer; how the teachers elucidates goals of the teaching, how teachers make achievements visible in relation to the goals of the course and how teachers make the students aware of how to increase achievements in the course.

Merleau-Ponty, Maurice. *Phenomenology of perception*. London: Routledge; 1962.

Spiegelberg, Herbert. *The Phenomenological Movement*. The Netherlands: The Kluwer academic Publisher. (Part V: *The Essentials of the Phenomenological Method*, s.677-719), 1994