

# Observations of formative assessment in dance

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## Background

This study is a part of a larger study about teacher's assessment of dance knowledge in upper secondary schools in Sweden. The purpose of this specific part-study is to analyse and describe the phenomenon of assessing dance knowledge from a teachers' perspective. The study has a phenomenological theoretic framework based on Merleau-Ponty.

## Method

Data is gathered through observations that are documented using field notes, video documentation, teachers' notes and conversations with teachers about their reflections upon assessment of dance. The different methods will constitute a base for the analysis of the study with an opportunity to capture different perspectives of the phenomenon.

## Expected findings

The expected findings from this research are how dance teachers use assessment of dance knowledge in their teaching. From analysis of produced material from observations the study can show how teachers use formative assessment in classroom-teaching and grad conversations. The expected finding is see 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.