This research aimed to discuss students' competence in a creative dance class held for junior high school students. The subjects comprised 212 students (boys 104, girls 108). Ten creative dance sessions were held twice a week for five weeks. The students learned by means of group learning, with each group consisting of 5 or 6 students. All the groups had the same members from the beginning of the class to its end. The main learning contents included (1) The shape of the body (body design), (2) choreography of movements for themes selected by the students themselves, and (3) students performing their own pieces.

This study was designed to explore two areas: (a) an assessment battery and (b) remarks.

(a) Assessment battery: The subjects assessed themselves in every class using a battery that attributed 3 grades to their learning attitude (yes, either, no). The questionnaire consisted of 6 questions (Q1. Joy in the class, Q2. Achievement of goals, Q3. Join with a friend, Q4. Try your best, Q5. Your creativity, Q6. Face a challenge). The overall composite mean score and standard deviations of each questionnaire were calculated.

(b) Remarks: The subjects had a workbook in which they wrote down freehand remarks after every class. These remarks were analyzed using the KJ-method (categorized same meanings).

For the discussion, the group with the highest score (HG: n = 14) and that with the lowest score (LG: n = 12) were sampled, and the two groups were compared according to a plus-minus standard deviation from the average of the total score in the assessment battery.

The results were as follows:

1. In Q4: The students significantly improved in the 5th class (using a visual model presentation).
2. In Q5: The students significantly improved in the 8th (completed choreographing) and 9th classes (last practice for the final performance in front of the other class members).
3. In the 10th class, the students had the highest score as regards all the questions except Q4 (Try your best).
4. The following eight items were obtained by using the KJ-method: music, body design, shape chain, relationship, ashamed, video, teacher, fun

This study was designed to explore the manner in which junior high school students can acquire competence in a creative dance class. The overall results suggest that in order to set clear goals for the students, it is necessary to (1) clarify the technical terms and provide a feedback regarding the students' movements, (2) use a specific visual model presentation representing the same skill level as that possessed by the students, and (3) hold performances to inculcate a mutual appreciation among the students, along with deciding the music for the piece to be choreographed as soon as possible. If the students failed in the final performance, it would affect their scores and signify a decline in their competence. Therefore, teachers must provide them adequate time so that students can learn to perform their pieces perfectly. Moreover, the teacher's performance in the class is also very important. The manner in which the teachers themselves performed joyfully while dancing in class was a key point.

Keywords: Physical Education, Dance