

# National Coalition for Core Arts Standards

## Dance Model Cornerstone Assessment: Grade HS Accomplished

**Discipline:** Dance

**Artistic Processes:** Creating, Performing, Responding, Connecting

**Title:** Community Mosaic

**Description:** Collaboratively create and perform an original dance inspired by the theme of Individual and Community. Perform the piece as part of a student-produced dance concert at multiple venues.

**Grade:** HS Advanced

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input checked="" type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Strategies for Inclusion
<input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input checked="" type="checkbox"/> Assessment Focus Chart	<input type="checkbox"/> Benchmarked Student Work

**Estimate Time for Teaching and Assessment:** (mark the appropriate box)

(Note: This task will be piloted during the 2014-2015 school year. Once piloted, the estimated time may be revised. If a time is entered below, it is to assist teachers for planning purposes. If a time is not entered, the developers recognize the task has many purposes and implementation strategies and times are highly teacher dependent. In all cases, time estimates are to be used as a guideline.)

Approximately 25-30 hours     To be determined by the individual teacher

## Strategies for Embedding in Instruction *[possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]*

Task 1: Research the concepts of “mosaic” and “community”. Discuss with your choreography group how these two ideas can be combined to create an original piece of choreography. Collaboratively write up a draft of an artistic statement that will help guide the development of the piece. Individually improvise movement that expresses your personal voice and communicates artistic intent. Take risks in expanding personal movement preferences and seek out unexpected solutions. Note outcome of this effort in a journal entry. Justify choreographic choices and explain how they addressed the artistic intent as defined by the artistic statement.

### **Performance Standard(s) (Creating: Explore)**

- a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
- b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

### **Performance Standard(s) (Creating: Plan)**

- a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
- b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

Task 2: Compose a group dance using the movements/phrases generated by individuals. Explore a variety of choreographic devices and dance structures that support the artist intent as noted in the artistic statement. Record (document) draft piece, get feedback and discuss possible revisions based on feedback and reflections from the group.

### **Performance Standard(s) (Creating: Revise)**

- a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
- b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

Task 3: Collaborate to further revise and refine choreography by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Record piece. View two other pieces of choreography of different styles and genre by professional choreographers; analyze how recurring patterns of movement and their relationships create well-structured and meaningful choreography. View rehearsal video and analyze in writing how the dance reflects the group’s artistic statement/intent. Reflect on any new understandings about your choreography that have been revealed through the analysis of the professional pieces. Use genre-based terminology in discussions and writing.

### **Performance Standard(s) (Creating: Revise)**

- a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
- b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

### **Performance Standard(s) (Responding: Analyze)**

- a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
- b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology

### **Performance Standard(s) (Responding: Critique)**

- a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

Task 4: Choose production elements to enhance the choreography. Create and implement a rehearsal plan with attention to technical details and fulfilling artistic expression. Refine performance through self-evaluation and feedback from others. Perform choreography as part of a student produced concert that is repeated in multiple venues. Document the rehearsal and performance process and evaluate outcomes. Use genre-specific terminology in all discussions/written assignments.

**Performance Standard(s) (Performing: Embody)**

- a. Apply **body-mind principles** to **technical dance skills** in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance **genres** and **styles**. Self-evaluate performances and discuss and analyze performance ability with others.
- c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.

**Performance Standard(s) (Performing: Present)**

- b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the **production elements** that would be necessary to fulfill the **artistic intent** of the dance works in each of the venues.

**Detailed Assessment Procedures** *[clear outline of procedures necessary to obtain comparable work from multiple teachers - i.e., coding and file format for preservation of student work (mp3, PDF), etc.]*

Assessment Expectations:

- A. Students should receive instruction that builds on previous knowledge and skills prior to beginning the assessment.
- B. Knowledge and skills in this assessment should be taught in the classroom.
- C. Students should have adequate opportunity and time to learn what is expected of them.
- D. Expectations for learning should be clearly stated for students prior to beginning the assessments.
- E. Students should have many opportunities to demonstrate what they have learned and to work through difficulties they may experience.
- F. Assessment should represent what has been taught or should have been taught.
- G. Student work has been defined in task
- H. Documentation of the process is encouraged
- I. Revision of student work provides powerful learning

Assessment Administration:

- A. The teacher should read or present all assessment materials, including glossaries, criteria lists or rubrics, and task prompts, to students prior to beginning the assessment to ensure that the assessment is implemented uniformly.
- B. Students should receive MCA task sheets, glossaries, criteria lists or rubrics, and any other beneficial supporting materials prior to beginning the assessment.
- C. Teachers should check for understanding and answer clarifying questions students may have about the assessment.
- D. Accommodations based on IEPs or 504 plans should be strictly adhered to at all times
- E. Teachers should demonstrate all appropriate and required uses of materials and processes prior to allowing students to begin the assessments.
- F. At all times during the administration of the assessments, safety and adequate supervision should be a high priority with attention being given to adhering to all school, district, and state policies and procedures.
- G. Students learning must be assessed based on identified criteria.
- H. When students work collaboratively, both individual and collective assessment of learning should be done.
- I. Students must be provided with adequate time to complete all components of the assessment.
- J. Feedback about individual performances should be provided to all students during and at the completion of assessments.

**Knowledge, Skills and Vocabulary** [focusing on concepts required to successfully complete the task]

**Key Vocabulary ~ SEE KEY VOCABULARY WORDS IN RED**

**Knowledge and Skills**

*Students will:*

- Develop, select and apply a range of strategies for exploring/improvisation
- Acquire observational and analysis skills
- Apply and give feedback for revising choreography
- Gain knowledge and application of movement elements
- Replicate, recall and retain movement sequences
- Understand compositional knowledge such as sequencing and structuring
- Gain knowledge and application of anatomical principles and dance skills
- Demonstrate Dance Literacy
- Demonstrate knowledge of space, relationships and dance structures

<p><b>Common Core</b>          Demonstrate knowledge of research skills          Apply communication skills          Demonstrate ability to cite textual evidence          Ability to attend to precision          Ability to make sense of problems and persevere in solving them</p>	<p><b>21st Century Skills</b>          Creativity and innovation          Critical Thinking and problem-solving          Communication and collaboration</p>
<p><b>Blooms</b>          Remember          Understand          Apply          Analyze          Evaluate          Create</p>	<p><b>DOK</b>          Use reasoning and evidence to support inference          Apply a concept in other contexts          Solve routine multiple-step problems          Analyze and synthesize information from multiple sources          Describe and illustrate how common themes are found across different cultures          Construct meaning through works of art</p>
<p><b>Habits of Mind</b>          Persisting          Listening to others with Understanding and Empathy          Thinking Flexibly          Striving for Accuracy and Precision          Questioning and Posing Problems          Applying Past Knowledge to New Situations</p>	<p>Thinking and Communication with Clarity and Precision          Gathering Data from all Senses          Creating, Imagining, Innovating          Responding with Wonder and Awe          Taking responsible risks          Thinking interdependently          Learning continuously</p>

**Strategies for Inclusion** *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities. This may be filled in by individual teachers based on their own students' needs.)*

**Differentiation Strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

<http://www.ascd.org/publications/books/100216/chapters/Understanding-Differentiated-Instruction@-Building-a-Foundation-for-Leadership.aspx>

<http://hepg.org/her-home/issues/harvard-educational-review-volume-83-number-1/herarticle/1229>

**Resources** *[resources necessary to carry out assessment (digital recording device, images, video, audio, specific media, specific technology, etc.)]*

Digital Recording Device

Textbooks/handouts/references on dance content

Access to Computers/iPad/Smart Phones (for electronic research and documentation)

**Scoring Devices** *[rubrics, checklists, rating scales, etc. based on the Traits]*

See Appendix A: HS Advanced MCA Checklist

See Appendix B: HS Advanced MCA Rubrics ~ Tasks

### Assessment Focus ~ CREATING

Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards
Creating: Explore	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for <b>artistic expression</b> .	Where do choreographers get ideas for dances?	Generate and conceptualize artistic ideas and work.	<ul style="list-style-type: none"> <li>Use multiple strategies for sourcing movement</li> <li>Identify and articulate personal preferences of movement</li> <li>Solve multi step movement problems to generate original movement</li> <li>Articulate reasons for artistic choices</li> <li>Demonstrate use of the elements</li> </ul>	<p>a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate <b>artistic intent</b>.</p> <p>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding <b>artistic intent</b>.</p>

Creating: Plan	The <b>elements of dance, dance structures, and choreographic devices</b> serve as both a foundation and a departure point for choreographers	What influences choice-making in creating choreography?	Organize and develop artistic ideas and work	<p>Work effectively in a collaborative situation</p> <p>Demonstrate effective use of basic choreographic structure(s)</p> <p>Discuss how the dance communicated artistic intent</p> <p>Give and receive feedback on movement choices</p>	<p>a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify <b>artistic intent</b>.</p> <p>b. Construct an <b>artistic statement</b> that communicates a personal, cultural and artistic perspective.</p>
Creating: Revise	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers and documentation to i	Refine and complete artistic work.	<p>Revise/refine choreography based on feedback or personal reflection</p>	<p>a. Clarify the <b>artistic intent</b> of a dance by manipulating and refining <b>choreographic devices, dance structures, and artistic criteria</b> using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support <b>artistic intent</b>.</p> <p>b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>

**Benchmarked Student Work** *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*

**(Anchor work to be collected and scored as MCA is piloted)**

**Appendix A: HS Advanced MCA Checklist Rubric**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Collaboratively create and perform an original dance inspired by the theme of Individual and Community. Perform the piece as part of a student-produced dance concert at multiple venues

Task/Key Traits	Evidence	Documentation (for Process Portfolio)	Not Observed	Observed
Task 1	Research on Mosaic and community	Journal Entry		
	Artistic Statement	Written		
	Draft of individual movement ideas w/evidence of risk taking	Recorded/written		
	Justify choreographic choices	Oral/written		
	Written/recorded documentation of collaborative contributions.	Written/Recorded		
Task 2	Draft of group dance using selected choreographic devices and dance structures	Recorded		
	Revised dance based on feedback of others. Analyze and evaluate impact of choices.	Written/Recorded		
	Written/recorded documentation of collaborative contributions.	Written/Recorded		
Task 3	Video analysis of choreography by professional choreographers and related class discussion	Written/Oral/recorded		
	Final revision of choreography/record/document	Record		
	Reflections on final draft	Written		
	Written/recorded documentation of collaborative contributions.	Written/Recorded		
Task 4	Rehearse and refine performance of dance			
	Choose production elements	Recorded/document choices		
	Personal rehearsal plan w/ strategies for ongoing improvement	Written		
	Performance at multiple venues.	Record/programs		
	Document and evaluate outcomes	Written		
	Use genre-based terminology in all discussions /writing assignments	Written		

Comments:

Student Name: \_\_\_\_\_

**Culminating work: Collaboratively create and perform an original dance inspired by the theme of Individual and Community. Perform the piece as part of a student-produced dance concert at multiple venues**

Task	At Standard	Near Standard	Below Standard
Task 1: Research the concepts of "mosaic" and "community". Discuss with your choreography group how these two ideas can be combined to create an original piece of choreography. Collaboratively write up a draft of an artistic statement that will help guide the development of the piece. Individually improvise movement that expresses your personal voice and communicates artistic intent. Take risks in expanding personal movement preferences. And seek out unexpected solutions. Note outcome of this effort in a journal entry. Justify choreographic choices and explain how they addressed the artistic intent as defined by the artistic statement.	Student submitted completed research notes centered on the concept and demonstrated evidence of collaboration on the group artistic statement. Researched historical choreography and made comparisons. Individually created movement phrases that clearly used ideas from the research and artistic statement. Provided written and recorded documentation of movement preferences and collaborative contributions.	Work needs limited revision or there is a missing component. All work has been documented, and it is clear where the individual has contributed to the larger work. Will be able to resubmit before final deadline.	Work needs a lot of revision, and there are many missing components. Student's contribution may be unclear and is not well documented. Needs more time to work on project. Will not be able to submit work within required timeframe.
Task 2: Compose a group dance using the movements/phrases generated by individuals. Explore a variety of choreographic devices and dance structures that support the artist intent as noted in the artistic statement. Record (document) draft piece, get feedback and discuss possible revisions based on feedback and reflections from the group.	Student collaborated on group dance by contributing movement phrases from individual study. Offered suggestions for choreographic devices and dance structures. Collaborated to revise dance based on feedback of others. Participated in class discussions on identified topics. Provided written/recorded documentation of collaborative contributions.	Student completed the work with adequate contributions of individual movement phrases and evidence of collaboration. There are few revisions and missing components. Will be able to resubmit before final deadline.	The work is underdeveloped and lacking essential components. The student's contribution is limited and not well documented. Needs more time to work on project. Will not be able to submit work within required timeframe.
Task 3: Collaborate to further revise and refine choreography by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Record piece. View two other pieces of choreography of different styles and genre by professional choreographers; analyze how recurring patterns of movement and their relationships create well-structured and meaningful choreography. View rehearsal video and analyze in writing how the dance reflects the group's artistic statement/intent. Reflect on any new understandings about your choreography that have been revealed through the analysis of the professional pieces. Use genre-based terminology in discussions and writing.	Student collaborated on the revision process and on refinement of choreography. Contributed to group generated evaluative criteria. Viewed and analyzed piece, as well as two other professional pieces. Submitted written analysis on reflections of the group's artistic statement and intent. Contributed to the choreographic process using genre-based terminology in discussions and writing.	Although the student participated in the revision process and included most required components, there are some missing elements. The written analysis is an indication of this nearly completed work and needs some additional work. Options for resubmission determined by the instructor.	More work is needed for collaboration, revisions, and analysis. Written documentation is insufficient and additional time is needed for completion.
Task 4: Choose production elements to enhance the choreography. Create and implement a rehearsal plan with attention to technical details and fulfilling artistic expression. Refine performance through self-evaluation and feedback from others. Perform choreography as part of a student produced concert that is repeated in multiple venues. Document the rehearsal and performance process and evaluate outcomes. Use genre-specific terminology in all discussions/written assignments.	Student refined choreography using integrated production elements, self-evaluation, and feedback. Individually submitted a rehearsal plan for improvement of technique and choreography with practice log. Performed piece in multiple venues and provided required documentation and applied genre-specific language in all assignments and made necessary corrections for future performances.	There is clear evidence of a rehearsal plan, and the student demonstrated adequate performance standards with some missing technical and production elements. Further self-evaluation and feedback is needed.	Student is developing ideas for rehearsals and performance, but does not execute a plan for completion. Delivery of necessary performance standards is lacking and a plan for improvement is nonexistent. Further attention is needed prior to performance.

Comments: