

National Coalition for Core Arts Standards

Dance Model Cornerstone Assessment: Grade HS Proficient

Discipline: Dance

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Community Mosaic

Description: Individually and collaboratively create and perform an original dance inspired by the themes “Mosaic” and “Community”. Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Document learning. Analyze and respond in writing and orally about your various learning throughout the project.

Grade: HS Proficient

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 determine 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 and explore the elements of dance that express ideas around the theme and support the group’s artistic statement. Share movement ideas and discuss options with larger group.

Performance Standard(s) (Creating: Explore)

- a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed **dance study**. Analyze the process and the relationship between the stimuli and the movement.
- b. Experiment with the **elements of dance** to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original **dance study** or dance.

Performance Standard(s) (Creating: Plan)

- a. Collaborate to design a dance using **choreographic devices** and **dance structures** to support an **artistic intent**. Explain how the **dance structures** clarify the **artistic intent**.
- b. Develop an **artistic statement** for an original **dance study** or dance. Discuss how the use of movement elements, **choreographic devices** and **dance structures** serve to communicate the **artistic statement**.

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. Discuss the artistic process used by the group to create the piece. Discuss how the new dance communicates new perspectives (individual to Mosaic) and includes a comparison to another other creative, academic and scientific procedure.

Performance Standard(s) (Creating: Revise)

- a. Clarify the **artistic intent** of a dance by manipulating **choreographic devices** and **dance structures** based on established **artistic criteria** and feedback from others. Analyze and evaluate impact of choices made in the revision process.

Performance Standard(s) (Connecting: Synthesize)

- b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that, answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

Task 3: Make revisions on your group’s dance and record. Choose production elements to enhance the choreography Analyze in writing how the dance reflects the group’s artistic statement/intent in terms of group generated evaluative criteria (structure, elements of dance, reoccurring patterns, etc.). Use genre-based terminology throughout analysis.

Performance Standard(s) (Creating: Revise)

- a. Clarify the **artistic intent** of a dance by manipulating **choreographic devices** and **dance structures** based on established **artistic criteria** and feedback from others. Analyze and evaluate impact of choices made in the revision process.

Performance Standard(s) (Responding: Analyze)

- a. Analyze recurring patterns of movement and their relationships in dance in context of **artistic intent**.
- b. Analyze the use of **elements of dance** in a variety of **genres, styles, or cultural movement practices** within its cultural context to communicate intent. Use genre-specific **dance terminology**

Performance Standard(s) (Performing: Present)

- b. Evaluate possible designs for the **production elements** of a performance and select and execute the ideas that would intensify and heighten the **artistic intent** of the dances.

Task 4: Rehearse, refine and perform dance. Use performance dynamics to express artistic intent of the piece. Create and implement a rehearsal plan for group to include a variety of strategies for improvement. Justify choices Demonstrate and document leadership qualities, use of performance etiquette, and performance practices. Document dance using your preferred system. Research and explore a different system of documentation. Compare the different systems.

Performance Standard(s) (Performing: Embody)

a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.

c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect).

Articulate performance goals and justify reasons for selecting particular practice strategies.

Performance Standard(s) (Performing: Present)

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.

Performance Standard(s) (Creating: Revise)

b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies

Task 5: Respond to and analyze the choreography of another group using the same theme using evaluative criteria. Discuss how they approach the assignments and express the theme through the use of elements of dance.

Performance Standard(s) (Responding: Critique)

a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Performance Standard(s) (Responding: Analyze)

b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology

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>Common Core 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>21st Century Skills Creativity and innovation Critical Thinking and problem-solving Communication and collaboration</p>
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<p>Blooms Remember Understand Apply Analyze Evaluate Create</p>	<p>DOK 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>Habits of Mind 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 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>	

<p>Strategies for Inclusion <i>(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.)</i></p>	<p>Differentiation Strategies <i>(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)</i></p>
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<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 Proficient MCA Checklist

See Appendix B: High School Proficient 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 artistic expression .	Where do choreographers get ideas for dances?	Generate and conceptualize artistic ideas and work.	Use multiple strategies for sourcing movement Identify and articulate personal preferences of movement Solve multi step movement problems to generate original movement Articulate reasons for artistic choices Demonstrate use of the elements	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study . Analyze the process and the relationship between the stimuli and the movement. b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.
Creating: Plan	The elements of dance, dance structures, and choreographic devices 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	Work effectively in a collaborative situation Demonstrate effective use of basic choreographic structure(s) Discuss how the dance communicated artistic intent Give and receive feedback on movement choices	a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent . Explain how the dance structures clarify the artistic intent . b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement .

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.	Revise/refine choreography based on feedback or personal reflection	<p>a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p>
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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 Proficient MCA Checklist Rubric

Student Name: _____

Date: _____

Individually and collaboratively create and perform an original dance inspired by the themes “Mosaic” and “Community”. Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Document learning. Analyze and respond in writing and orally about your various learning throughout the project

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	Recorded		
	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	Recorded		
	Class discussions on identified topics	Recorded		
	Written/recorded documentation of collaborative contributions.	Written/Recorded		
Task 3	Revised dance w/ production elements	Recorded		
	Written analysis using genre-based terminology and evaluation criteria	Written		
	Written/recorded documentation of collaborative contributions.	Written/Recorded		
Task 4	Rehearse and refine dance			
	Rehearsal plan for improvement of technique and choreography w/practice log	Written		
	Demonstration of leadership qualities, performance etiquette, and performance practices	Journal Entry and /or peer assessment, self evaluation		
	Exploration of different system of documentation w/ written comparison	Written /recorded		
Task 5	Written analyses and critique of another groups work	Written		

Comments:

Name: _____

Culminating Project: Individually and collaboratively create and perform an original dance inspired by the themes “Mosaic” and “Community”. Perform the dance for different audiences (e.g. in dance class, for another class, at a school assembly, etc.). Document learning. Analyze and respond in writing and orally about your various learning throughout the project.

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 and explore the elements of dance that express ideas around the theme and support the group’s artistic statement. Share movement ideas and discuss options with larger group.	Student submitted completed research notes around the concepts “Mosaic” and “Community” and evidence of collaboration on the group artistic statement. Individually created movement phrases that clearly use ideas from the research and artistic statement. Provided written/recorded documentation of 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 contribution maybe unclear and is not well documented. Needs more time to work on project. Will not be able to submit work on 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. Discuss the artistic process used by the group to create the piece. Discuss how the new dance communicates new perspectives (individual to Mosaic) and includes a comparison to another other creative, academic and scientific procedure.	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 on required timeframe.
Task 3: Make revisions on your group’s dance and record. Choose production elements to enhance the choreography. Analyze in writing how the dance reflects the group’s artistic statement/intent in terms of group generated evaluative criteria (structure, elements of dance, reoccurring patterns, etc.). Use genre-based terminology throughout analysis.	Student collaborated on the revision process and on selection of production elements. Contributed to group generated evaluative criteria. Submitted written analysis on how as both an individual and as a group member contributed to the choreographic process using genre-based terminology and evaluative criteria. Provided written/recorded documentation of collaborative contributions.	Although the student participated in the revision process and considered production 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 and revisions. Written documentation of evaluative criteria is insufficient and additional time is needed for completion.
Task 4: Rehearse, refine and perform dance. Use performance dynamics to express artistic intent of the piece. Create and implement a rehearsal plan for group to include a variety of strategies for improvement. Justify choices Demonstrate and document leadership qualities, use of performance etiquette, and performance practices. Document dance using your preferred system. Research and explore a different system of documentation. Compare the different systems.	Student rehearses and refines dance with Choreography group. Individually submits a rehearsal plan for improvement of technique and choreography w/practice log. Demonstrated leadership qualities, performance etiquette, and performance practices during class, practice and performances. Provided written/recorded documentation of collaborative contributions. Explored an alternative system of documentation w/ written comparison to preferred system.	There is clear evidence of a rehearsal plan, and the student demonstrates adequate performance standards with some missing elements. Collaboration and exploration of an alternative system is nearly complete.	Student is developing ideas for rehearsals and performance, but does not execute a plan for completion. Delivery of necessary performance standards and written documentation of collaboration needs further work. As a result, the exploration of an alternative system of documentation is left incomplete.
Task 5: Respond to and analyze the choreography of another group using the same theme using evaluative criteria. Discuss how they approach the assignments and express the theme through the use of elements of dance.	Student effectively and completely analyzes and critiques another groups work through proper application of evaluation criteria and thorough discussion.	The task is implemented with minor gaps in content requirements, and the student demonstrates an average understanding of evaluation and theme.	The student demonstrates little to no application of analysis and evaluation, lacking the intent or skill to thoroughly express a response to another group’s work.

Comments: