

# 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:** 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 Accomplished

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, use codified movement and explore the elements of dance to express ideas around the theme and support the group’s artistic statement. Research choreography by well-known choreographers with a similar theme and compare approaches with yours. Share movement ideas and discuss how the movements support the artistic statement. Discuss how choreography was informed by the research.

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

- a. Synthesize content generated from stimulus materials to choreograph **dance studies** or dances using original or **codified movement**.
- b. Apply personal movement preferences and strengths with the **movement vocabulary** of several **dance styles or genres** to choreograph an original **dance study** or dance that communicates an **artistic intent**. Compare personal choices to those made by well-known choreographers.

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

- a. Work individually and collaboratively to design and implement a variety of **choreographic devices** and **dance structures** to develop original dances. Analyze how the structure and final composition informs the **artistic intent**.
- b. Develop an **artistic statement** that reflects a personal aesthetic for an original **dance study** or dance. Select and demonstrate movements that support the **artistic statement**

### **Performance Standard(s) (Connecting: Synthesize)**

- b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve **movement problems** that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.

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

- a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.

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 refining **choreographic devices** and **dance structures**, collaboratively or independently using established **artistic criteria**, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.

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. In writing, analyze and evaluate how the revisions have made an impact on artistic intent.

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

- a. Clarify the **artistic intent** of a dance by refining **choreographic devices** and **dance structures**, collaboratively or independently using established **artistic criteria**, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.

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

- b. Work collaboratively to produce a dance concert on a stage or in an **alternative performance venue** and plan the **production elements** that would be necessary to fulfill the **artistic intent** of the dance works.

Task 4: Rehearse, refine and perform dance. Use performance dynamics to express artistic intent of the piece. Create and implement a personal rehearsal/technical skill growth plan to include goals, a variety of strategies for improvement and reflection on personal achievements. Model and document leadership qualities, use of performance etiquette, and performance practices. Adopt and implement a system of documentation that works for you. Document the rehearsal and performance process and evaluate outcomes. Accept notes from the director post performance and make necessary corrections for future performances. Use genre-specific terminology in all discussions/written assignments.

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

a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.

c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.

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

a. • Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. 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. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).

Task 5: Using the performance video, analyze the choreography (using the Mosaic theme) of two other groups using evaluative criteria. Discuss how they approached the assignment and expressed the theme through the use of elements of dance. Comment on how the finished “Mosaic” dances reflect a range of perspectives and values. Use genre-specific dance terminology.

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

a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific Dance terminology.

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**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>
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<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 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><b>Strategies for Inclusion</b> <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><b>Differentiation Strategies</b> <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](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 Accomplished MCA Checklist

See Appendix B: HS Accomplished 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.	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. Synthesize content generated from stimulus materials to choreograph <b>dance studies</b> or dances using original or <b>codified movement</b> . b. Apply personal movement preferences and strengths with the <b>movement vocabulary</b> of several <b>dance styles</b> or <b>genres</b> to choreograph an original <b>dance study</b> or dance that communicates an <b>artistic intent</b> . Compare personal choices to those made by well-known choreographers.
Creating: Plan	The <b>elements of dance</b> , <b>dance structures</b> , and <b>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	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. Work individually and collaboratively to design and implement a variety of <b>choreographic devices</b> and <b>dance structures</b> to develop original dances. Analyze how the structure and final composition informs the <b>artistic intent</b> . b. Develop an <b>artistic statement</b> that reflects a personal aesthetic for an original <b>dance study</b> or dance. Select and demonstrate movements that support the <b>artistic statement</b>

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 refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Develop a strategy to record 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 Accomplished 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		
	Research on choreographers using like themes and related class discussion	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		
	Class discussions on identified topics	Recorded		
	Written/recorded documentation of collaborative contributions.	Written/Recorded		
Task 3	Revised dance w/ production elements	Recorded		
	Written analysis based on evaluation criteria using genre-based terminology	Written		
	Written/recorded documentation of collaborative contributions.	Written/Recorded		
Task 4	Rehearse and refine dance			
	Personal rehearsal/technical skill growth plan	Written		
	Demonstration of leadership qualities, performance etiquette, and performance practices	Journal Entry and /or peer assessment, self evaluation		
	Implement system of documentation	Written /recorded		
	Use genre-based terminology in all discussions /writing assignments	Written		
Task 5	Written analyses and critique of another groups work	Written		

Comments:

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

**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, use codified movement and explore the elements of dance to express ideas around the theme and support the group’s artistic statement. Research choreography by well-known choreographers with a similar theme and compare approaches with yours. Share movement ideas and discuss how the movements support the artistic statement. Discuss how choreography was informed by the research.	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 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 may be 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 and 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 and 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: 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. In writing, analyze and evaluate how the revisions have made an impact on artistic intent.	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. Evaluated the revisions and their impact on artistic intent.	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 personal rehearsal/technical skill growth plan to include goals, a variety of strategies for improvement and reflection on personal achievements. Model and document leadership qualities, use of performance etiquette, and performance practices. Adopt and implement a system of documentation that works for you. Document the rehearsal and performance process and evaluate outcomes. Accept notes from the director post performance and make necessary corrections for future performances. Use genre-specific terminology in all discussions/written assignments.	Student rehearsed and refined dance with Choreography group. Individually submitted a rehearsal plan for improvement of technique and choreography with 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. 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 elements. Demonstration of collaboration, documentation of an alternative system, and considerations for improvement of future performances are 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, evidence of collaboration, documentation of an alternative system, and considerations for improvement are left incomplete.
Task 5: Using the performance video, analyze the choreography (using the Mosaic theme) of two other groups using evaluative criteria. Discuss how they approached the assignment and expressed the theme through the use of elements of dance. Comment on how the finished “Mosaic” dances reflect a range of perspectives and values. Use genre-specific dance terminology.	Written analyses and critique of another groups work	The task was implemented with minor gaps in content requirements, and the student demonstrated an average understanding of evaluation and theme.	The student demonstrated little to no application of analysis and evaluation, lacking the intent or skill to thoroughly express a response to another group’s work.

Comments: