

## Model Cornerstone Assessment

### OVERVIEW

**Title:** Stories in Motion — Tableau Choreography

**Authors:** Amanda Kinnaird

**Grade Level:** HS Proficient

**Artistic Discipline:** Dance

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

**Task Description:** Students will select a theme/storyline for their dance. They will draft a storyboard, create tableaus to depict different parts of their story, connect the tableaus with transitions, and perform the work for their peers. Students will analyze their own work and the work of others throughout the process and will create a production design that will enhance their choreography.

**About Model Cornerstone Assessments:** MCAs model effective assessment practice and demonstrate that standards-based teaching in the arts is specific and, rigorous, by sharing a glimpse into one teacher's classroom. The MCAs on this website come packaged with a suggested strategy for assessing student learning, types of evidence to collect, model rubrics, and samples of student work demonstrating their process and learning. The samples of student work illustrate the unit in action by providing a snapshot of a moment in time showing student response to instruction.

[View the full MCA](#) as a guide for re-creating this unit and assessment customized for your classroom.

## Illustrating the Process

### *Tools and Resources*

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#### Task 1: **Suggested Formative Assessment:**

- Brainstorming chart
- Storyboard/storyline submission
- Informal assessment of the photo, text, video and music exploration activities (choreography/improvisation)

#### Task 2: **Suggested Formative Assessment:**

- Tableau showing: Beginning Tableau, Middle Tableau, Ending Tableau
- Choreography Showings

#### Task 3: **Suggested Formative Assessment:**

- Showing process
- Observation analysis and feedback form

#### Task 4: **Suggested Formative Assessment:**

- Production design worksheet

#### **Full Project**

- Culminating Project Task Rubric
- Checklist Rubric

## ILLUSTRATING THE PROCESS:

### *Samples of Student Work*

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## Task 1

Work with your group to brainstorm and select a theme for your dance. Create a storyboard or storyline for your piece to clarify the thematic content of your story. Utilize a variety of stimuli to generate choreographic ideas (i.e. photos, text, videos, music, etc.).

### Performance Standards

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

*a. DA: Cr1.1.HS.1a: 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.*

### Task 1 Student Work Samples

- [DA-AK-P-CR-01-02-03-06-07-08-09-10.pdf](#)
- [DA-AK-P-CR-01-02-06-07-11.pdf](#)
- [DA-AK-P-CR-01-02-03-04-05-06-07-2.pdf](#)
- [DA-AK-P-CR-01-02-03-04-05-06-07-1.pdf](#)

## Task 2

Collaborate with your group to create a tableau to demonstrate the beginning of your story, a second tableau to depict the middle of the story, and a third tableau to portray the end of your story. Compose a group dance based on your theme, using the inspiration and ideas drawn from task #1 above. Explore a variety of choreographic devices and dance structures that support the artist's chosen storyline.

### Performance Standards

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

- a. *DA: Cr2.1.HS.1a: 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.*

### Task 2 Student Work Samples

- [DA-AK-P-CR-01-02-03-05-06-07-1.jpg](#)
- [DA-AK-P-CR-01-02-03-05-06-07-2.jpg](#)
- [DA-AK-P-CR-01-02-06-07-11-VD-1](#)
- [DA-AK-P-CR-01-02-03-06-07-08-09-10-VD 2](#)

## Task 3

- Share your work with peers through periodic choreography showings. Analyze the work of another group by observing and providing feedback about artistic expression and the thematic content of the piece. Receive feedback about your own work.

### Performance Standards:

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

- a. *DA: Re9.1.HS.1a: Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology*

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

- a. *DA: Cn10.1.HS.1a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.*

### **Task 3 Student Work Samples**

- [DA-AK-P-FeedbackForm-4.pdf](#)
- [DA-AK-P-CN-11-2.pdf](#)
- [DA-AK-P-RE-13-3.pdf](#)

## **Task 4**

**Select production elements and create a production design that will enhance the story/theme of your work.**

### **Performance Standards:**

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

- a. *DA: Pr6.1.HS.1b: 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 Student Work Samples**

- [DA-AK-P-PR-01-02-03-04-05-06-07-1.pdf](#)
- [DA-AK-P-PR-Instructor-feedback-form-4.pdf](#)