

Model Cornerstone Assessment

OVERVIEW

Title: Art in Motion

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Grade Level: High School Proficient

Artistic Discipline: Dance

Artistic Processes: Creating, Performing, Responding & Connecting

Task Description: Students will individually choose one visual artwork to inspire original choreography. Through the choreographic process, students will define the elements of their dance including body motifs, effort qualities, space, and relationship of movement as well as an artistic statement to define the student's original choreography. Students will teach peers their choreography and present to their peers. Students will then give and receive feedback through the Liz Lerman Critical Response Process and reflect in written journals throughout the process to document their intentional choices.

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.

Measuring Student Learning

Assessment Tools

MCA HS Proficient Rubric/Tasks: See MCA pages 12 and 13

Journal prompt Rubric: See MCA page 14

Elements of my dance worksheet: See MCA pages 15 and 16

Choreographer proposal worksheet: See MCA pages 17 and 18

Assessing Levels of Engagement in Composition- Dancer Assessment: See MCA page 19

Assessing Levels of Engagement in Choreographer: See MCA page 20

Choreography Rubric: See MCA page 21

ILLUSTRATING THE PROCESS:

Samples of Student Work

Task 1

- 1a. Individually, complete a pre-survey about your current knowledge of elements of visual art. - [Art in Motion Pre-Assessment](#)
- 1b. Research elements and devices used in visual art, including information from community partner, Cutwell 4 Kids. This will be the basis of your dance inspiration and how to translate this to elements of dance and choreographic devices
- 1c. Choose and identify a specific piece of art that will be the inspiration for your piece.
- 1d. Complete the "[Choreography Proposal](#)" worksheet in order to create a draft of an artistic statement and a description of their specific dance, complete with number of dancers, costume ideas, and music used (if applicable). This will help guide the development of your piece.

Performance Standard(s)

Anchor Standard: Generate and conceptualize artistic ideas and work.

DA:Cr1.1.HSI

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.

Task 1 Student Work Samples

- [DA.AT.S1.1](#)
- [DA.AT.S2.1](#)
- [DA.AT.S3.1](#)
- [DA.AT.S4.1](#)

Task 2

Define a specific movement motif, effort qualities, spatial patterns and a relationship of movement for their original dance on the worksheet, "[Elements of my Dance](#)."

Performance Standard(s)

Anchor Standard: Organize and develop artistic ideas and work.

DA:Cr2.1.HSI

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 Student Work Samples

- [DA.AT.S1.2](#)
- [DA.AT.S4.2](#)

Task 3

3a. Teach your student dancers your original choreography. Reflect on challenges and successes during the process.; Task 3b. Present your choreography in one “Work the Work” session where you give your peers feedback based on Liz Lerman’s Critical Response Process.

Performance Standard(s)

Anchor Standard: Develop and refine artistic technique and work for presentation.

DA:Pr5.1.HSI

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.

Anchor Standard: Convey meaning through the presentation of artistic work.

DA:Pr6.1.HSI

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.

Anchor Standard: Perceive and analyze artistic work.

DA:Re7.1.HSI

a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

Task 3 Student Work Samples

- [DA.AT.S1.3](#)
- [DA.AT.S2.3](#)

Task 4

4a. Make revisions to your work with your student dancers. Reflect on challenges and successes during the process.

4b Present your final showing of your original choreography with peers with completed “Elements of my Dance” worksheet and the “Dance Proposal.” Determine production elements (costumes, sound selection, lighting potential) chosen to enhance the choreography and document on the “Choreography Proposal” worksheet and “Elements of my Dance” worksheet. Review and clarify artistic intent as needed.

Performance Standard(s)

Anchor Standard: Refine and complete artistic work.

DA:Cr3.1.HSI

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 the impact of choices made in the revision process.

Anchor Standard: Convey meaning through the presentation of artistic work.

DA:Pr6.1.HSI

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.

Task 4 Student Work Samples

- [DA.AT.S1.4](#)
- [DA.AT.S2.4a](#)
- [DA.AT.S2.4b](#)
- [DA.AT.S4.4a](#)
- [DA.AT.S4.4b](#)
- [DA.AT.S4.4c](#)

Task 5

Respond to and analyze the choreography of your student peers using Liz Lerman's Critical Response Process in class discussion.

Performance Standard(s)

Anchor Standard: Perceive and analyze artistic work

DA:re7.1HSI

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 terminologies.

Task 5 Student Work Samples

- [DA.AT.G4.5](#)