National Coalition for Core Arts Standards

Dance Model Cornerstone Assessment: Grade 2

Discipline: Dance

Artistic Processes: Creating, Performing, Responding, Connecting

Title: Who am I?

Description: Collaboratively create and perform an original dance study inspired by the theme of Individual and Community. Perform the dance for parents or another classroom. Participate in a class discussion about the dance-making process.

Grade: 2

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

X Strategies for Embedding in Instruction	**X Detailed Assessment Procedures**	**X Knowledge, Skills and Vocabulary**	**X Strategies for Inclusion**
X Task Specific Rubrics	**X Resources needed for task implementation**	**X Assessment Focus Chart**	**☐ 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 **X To be determined by the individual teacher**

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

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Part I. Individual Self Portrait Solo

Task 1.1: Identify words that best describe you. Explore how these words can be expressed in movement in various ways. Select three favorite words and the corresponding movements and create a draft of a danced self-portrait using a beginning, middle, and end choreographic structure. Explain how your movements express your words.
Performance Standard(s) (Creating: Plan)
a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
Performance Standard(s) (Connecting: Synthesize)
a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.

Task 1.2: Form a trio and each person share their words and self-portrait solo. Discuss the connections between the movements and the words. Provide and receive suggestions for revisions to the dances. Apply feedback.
Performance Standard(s) (Connecting: Synthesize)
a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.
Performance Standard(s) (Creating: Plan)
b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
Performance Standard(s) (Creating: revise)
a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

Task 1.3: Extend solo after participating in a teacher-facilitated exploration of the elements of dance.
Performance Standard(s) (Creating: Explore)
a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
b. Combine a variety of movements while manipulating the elements of dance.

Part 2. Individual and Community

Task 2.1: With your classmates, discuss and chart the term "community." Identify and describe the different communities to which you belong. Discuss how your trio can create a "community" section for your dance that uses aspects from each of the solos.
Performance Standard(s) (Connecting: Synthesize)
b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

Task 2.2: Create a new dance that combines all three solos and the community section. Use the following structure: Solo #1 – Community Dance – Solo #2 - Community Dance - Solo #3 - Community Dance
Performance Standard(s) (Responding: Critique)
b. Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.
Performance Standard(s) (Responding: Analyze)
• Find movements in a dance that develop a pattern.

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Part 3. Building Community through Performance

Task 3.1: Practice your Solo/Community Dance. Seek feedback from your teacher and make refinements.
Performance Standard(s) (Performing: Embody)
a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
Performance Standard(s) (Performing: Construct)
c. Select and apply appropriate characteristics to movements (for example, selecting specific adverbs and adjectives and apply them to movements). Demonstrate kinesthetic awareness while dancing the movement characteristics.

Task 3.2: Perform dances for parents or another classroom
Performance Standard(s) (Performing: Present)
a. Dance for and with others in a space where audience and performers occupy different areas.

Task 3.3: View performance video and discuss the creative process
Performance Standard(s) (Responding: Interpret)
a. Use context cues from movement to identify meaning and intent in a dance using simple 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

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

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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.
I. Revision of student work provides powerful learning

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 choreographic forms

Common Core	**21st Century Skills**
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	Creativity and innovation Critical Thinking and problem-solving Communication and collaboration
Blooms	**DOK**
Remember Understand Apply Create	Apply a concept in other contexts Solve routine multiple-step problems Analyze and synthesize information from multiple sources Construct meaning through works of art

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Habits of Mind Persisting Listening to others with Understanding and Empathy 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 Learning continuously	

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*** ***links (download April 26, 2014):***	
Resources *[resources necessary to carry out assessment (digital recording device, images, video, audio, specific media, specific technology, etc.]* Digital Recording Devise 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]*	

Appendix A: Grade 2 MCA SCORING GUIDE
Appendix B: Grade 2 MCA Task Rubric

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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 movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas. b. Combine a variety of movements while manipulating the elements of 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. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end. b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices

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Creating: Revise	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	How do choreographers documentation to impro	Refine and complete artistic work.	Revise/refine choreography based on feedback or personal reflection	a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences. b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

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)

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Appendix A: Grade 2 MCA SCORING GUIDE

Student Work: Collaboratively create and perform an original dance study inspired by the theme of Individual and Community. Perform the dance for parents or another classroom. Participate in a class discussion about the dance-making process.

TASK (s) leading to larger work	Work Produced	At Standard (Completed all work)	Working Toward Standard (Missing some work)	Suggested portfolio evidence/documentation	Comments/concerns Suggested Scoring Tools
1.1 Brainstorm words that best describe you. Explore how these words can be expressed in movement in various ways. Select three favorite words and the corresponding movements and create a draft of a danced self-portrait using a beginning, middle, end (B,M,E) dance structure. Explain how your movements express your words.	List of words w/corresponding movements Movement phrase w/B,M,E structure. Oral explanation of meaning			List of words w/three favorite circled Record individual movement and B,M,E phrases Record oral explanation	How do we assess quality?
1.2 Form a trio and each person share their words and self-portrait solo. Discuss the connections between the movements and the words. Make suggestions for revisions to the dances. Apply feedback.	Share movements/words Give feedback to others Apply feedback			Record: Shared movements Verbal feedback Revised solo	How long is the solo? Does that matter?
1.3 Extend solo after participating in a teacher suggested exploration of the elements of dance.	Extend solo using elements of dance			Record: Extended solo's Student discussion of what was added to solo	Consider using your phone to record the students

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2.1 With your classmates, discuss and chart the term "community." Identify and describe the different communities to which you belong. Discuss how your trio can create a "community" section for your dance that uses aspects from each of the solos.	Participate in class discussion Describe personal community Discuss ideas for putting dances together			Use Class list and check off when student respond or record discussion Record discussion or have student write a paragraph about community Record discussion or have student document ideas in writing	
2.2 Create a new dance that combines all three solos and the community section. Use the following structure: Solo #1 – Community Dance – Solo #2 - Community Dance - Solo #3 - Community Dance	Collaborate to create new dance Apply structure (a,b,c,b,d,c) Run through dance			Record completed dance	Use private You Tube Account to upload all student work that has been recorded
3.1 Practice your Solo/Community Dance. Seek feedback from your teacher and make refinements.	Make refinements to dance Practice dance			Record any revisions made to dance	
3.2 Perform dances for parents or another classroom	Perform dances			Record final performance	
3.3 View performance video and discuss the creative process	Participate in a facilitated class discussion about the creative process			Use Class list and check off when student respond or record discussion	Student self assessment

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Name: _____

Collaboratively create and perform an original dance study inspired by the theme of Individual and Community. Perform the dance for parents or another classroom. Participate in a class discussion about the dance-making process.

Task	At Standard	Near Standard	Below Standard
1.1 Brainstorm words that best describe you. Explore how these words can be expressed in movement in various ways. Select three favorite words and the corresponding movements and create a draft of a danced self-portrait using a beginning, middle, end (B,M,E) dance structure. Explain how your movements express your words.	Student submitted list of words with three favorite words noted. Created corresponding movement for each word and draft of a danced self-portrait with B, M, E structure. Explained the relationship between movements and words.	List, corresponding movement, draft of self-portrait dance, and/or explanation of relationship between movement and words need limited revision or there is a missing component. All work has been documented according to the given instructions. Will be able to resubmit before final deadline.	List, corresponding movement, draft of self-portrait dance, and/or explanation of relationship between movement and words 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 this task. Will not be able to submit work on required timeframe.
1.2 Form a trio and each person share their words and self-portrait solo. Discuss the connections between the movements and the words. Make suggestions for revisions to the dances. Apply feedback.	Student shared words and draft solo with trio. Participated in group discussion by offering and receiving feedback. Applied feedback into revision of self-portrait solo.	Contribution to group sharing and discussion and/or revised draft of solo need limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to the feedback process. Will be able to resubmit before final deadline.	Contribution to group sharing and discussion and/or revised draft of solo need 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 this task. Will not be able to submit work on required timeframe.
1.3 Extend solo after participating in a teacher suggested exploration of the elements of dance.	Student extended solo by incorporating teacher suggested elements of dance.	Extended solo needs limited revision or there is a missing component. All work has been documented. Will be able to resubmit before final deadline.	Extended solo needs a lot of revision, and there are many missing components. Needs more time to work on this task. Will not be able to submit work on required timeframe.
2.1 With your classmates, discuss and chart the term "community." Identify and describe the different communities to which you belong. Discuss how your trio can create a "community" section for your dance that uses aspects from each of the solos.	Student participated in discussion and charting of the identified term. Identified and described personal communities. Discussed the identified topic with group and provide written/recorded documentation.	Contribution to class discussion and charting, identification and description of personal communities, and group discussion of identified topic needs limited revision or there is a missing component. All work has been documented and it is clear where the individual has contributed to class discussion. Will be able to resubmit before final deadline.	Contribution to class discussion and charting, identification and description of personal communities, and group discussion of identified topic 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 this task. Will not be able to submit work on required timeframe.
2.2 Create a new dance that combines all three solos and the community section. Use the following structure: Solo #1 – Community Dance – Solo #2 - Community Dance - Solo #3 - Community Dance	Student collaborated with group to create new dance, applying the identified structure.	Group dance needs limited revision or there is a missing component. Identified structure has been applied. All work has been documented and it is clear where the individual has contributed to the group dance. Will be able to resubmit before final deadline.	Group dance 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 this task. Will not be able to submit work on required timeframe.
3.1 Practice your Solo/Community Dance. Seek feedback from your teacher and make refinements.	Student collaborated with group to practice Solo/Community Dance. Received and applied feedback from teacher, making appropriate revisions.	Practice and refinement of dance 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 group practice and revision. Will be able to resubmit before final deadline.	Practice and refinement of dance 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 this task. Will not be able to submit work on required timeframe.
3.2 Perform dances for parents or another classroom	Student performed dances for the identified audience. Submitted a recording of the performance.	Performance of dance 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.	Performance of dance 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 this task. Will not be able to submit work on required timeframe.
3.3 View performance video and discuss the creative process	Student participated in a facilitated class discussion about the creative process.	Contribution to class discussion 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 group discussion.	Contribution to class discussion 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.

COMMENT:

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