

Model Cornerstone Assessment

OVERVIEW

Title: The 4 Elements (Earth, Wind, Fire, Water) - A Movement Study

Authors: Lauran Stanis, Metro Tech High School, Phoenix, AZ

Grade Level: 9-12, HS Proficient

Artistic Discipline: Dance

Artistic Processes: Creating, Performing, Responding & Connecting

Task Description: Collaboratively create and perform an original movement study inspired by one of the four elements (earth, wind, fire, and water). Perform the movement study, receive feedback, and identify and describe production elements that would complete the work for stage.

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

Four Elements of Performance Rubric: [Download](#)

Additional Tools and Resources

Critical Response Checklist: [Download](#)

Four Elements Inspiration Rubric: [Download](#)

Four Elements Performance Rubric: [Download](#)

Four Elements Student Packet: [Download](#)

Four Elements MCA Checklist Rubric: [Download](#)

ILLUSTRATING THE PROCESS:

Samples of Student Work

Task 1

Select one of the 4 elements: earth, wind, fire, or water. Choose two or three energy qualities that help embody the chosen element. Students may use technology to research images and ideas as inspiration. Quick write about the ideas, feelings, and images surrounding the chosen element and movement ideas. Improvise and explore movement based on the element and the energy qualities to create a movement study.

Performance Standards: (Creating: Explore)

DA:Cr1.1.Ia-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.

DA:Cr1.1.Ib-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.

Suggested Formative Assessment

Teacher led “whip around.” Each student will share their chosen element, selected energy qualities, and a movement idea or inspiration from their research. Students are assessed by identifying and describing their chosen energy qualities as it relates to their element. This can be done by verbal response, written response on work packet, or in teacher observation during improvisation/work time.

Task 1 Student Work Samples

- Teacher evaluation for Students #21-29 using Four Elements Inspiration Rubric: [DA-LS-P-CR-PDF-21-29](#)
- Student Work for Student #23: [DA-LS-P-CR-PDF-23](#)

Task 2

Work collaboratively to combine ideas and movements generated individually to create a group composition. Explore a variety of choreographic structures and forms that support your chosen element. Perform the movement study as a work in progress to receive feedback from peers. Performers write down the feedback received from their peers to then apply in self-assessment.

Performance Standards

DA:Cr2.1.Ia. 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. (Creating: Plan)

DA:Pr4.1.Ic. Connect energy and dynamics to movement by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. (Performing: Express)

Suggested Formative Assessment

- Teacher will collect the student packets to read responses to know where support needs to be provided.
- Observation based formative assessment of student showing of work in progress.
- Critical Response Checklist
- Completion of Four Elements Composition Packet questions

Task 2 Student Work Samples

- Student Work for Student #20: [DA-LS-P-CR-PDF-20](#)
- Teacher evaluation for Students 1-20: [DA-LS-P-RE-PDF-1-20](#)

Task 3

Student self-assessment: After performing their work in progress, students respond to self-assessment prompts to evaluate how effective their work is so far and any adjustments or new ideas they will consider as they finish the piece based on peer feedback. Work collaboratively to finish your composition.

Performance Standards

DA:Re8.1.1a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationship among the elements of dance, use of body, dance technique, and context enhance meaning and support the intent using genre specific terminology. (Responding: Interpret)

DA:Cn10.1.1a. 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. (Connecting: Synthesize)

Suggested Formative Assessment

- Critical Response Checklist
- Four Elements Composition Packet-complete assessing questions

Task 3 Student Work Samples

- Four Elements Composition Packet Student work for Student #34: [DA-LS-P-CN-PDF-34](#)

Task 4

Watch the video of your work in progress. Establish a plan to complete your composition. Use feedback from your peers to influence your decision-making process. Work collaboratively to complete your composition.

Performance Standards:

DA:Cr3.1.1a. 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. (Creating/Revise)

Suggested Formative Assessment:

- Teacher observation

Task 4 Student Work Samples

- Student Work for Student #22: [DA-LS-P-CR-PDF-22](#)

Task 5

Perform your completed movement study for the class. Record the performance to view for self-assessment. Complete the student response section on the Four Elements Performance Rubric and evaluate your performance. Respond to the summative questions in the Four Elements Composition Packet. Questions evaluate success of composition and how you would use production elements to complete your work for stage.

Performance Standards

DA:Pr5.1.1a. 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. (Performing: Embody)

DA:Pr6.1.Ib. 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. (Performing: Present)

DA:Cn10.1.Ia. 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. (Connecting: Synthesize)

Suggested Summative Assessment:

- Completion of the Four Elements Composition Packet
- Self-assessment using the Four Elements Performance Rubric

Task 5 Student Work Samples

- Four Elements Performance Rubric ~ Student work for Student #20: [DA-LS-P-CN-WD-20](#)
- Possible designs for production elements ~ Student work for Student #10: [DA-LS-P-PR-PDF-10](#)
- Movement Phrase for Students #43, 47, and 48: [DA-LS-P-PR-VD-43-47-48](#)