

NATIONAL CORE ARTS STANDARDS

Model Cornerstone Assessment

OVERVIEW

Title: Dance Genre Project

Artistic Discipline: Dance

Grade Level: High School Proficient Level 1

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Artistic Processes: Creating, Performing, Responding, Connecting

Task Description: In this project, students work individually or with a partner to study a genre of dance that the class has not studied throughout the year. After researching the creation and development of the dance genre, students will create a teaching outline and digital presentation that they will later use to teach their class. Once students complete the research and teaching preparation, they will learn the basics of the dance genre using online and community resources. Students will create genre specific choreography using these basic movements that they will later teach their class. Google Classroom is a recommended resource for this project if available.

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:

Additional Tools & Resources

See Appendix A: HS Proficient MCA Checklist ~ See MCA page 10

See Appendix B: High School Proficient MCA Rubric: Teaching Outline ~ See MCA pages 11-12

See Appendix C: High School Proficient MCA Rubric: Teaching Presentation ~ See MCA page 13

See Appendix D: High School Proficient MCA Rubric: Teaching the Class. ~ See MCA pages 14-15

See Appendix E: Daily Reflection (Google Forms) ~ See MCA pages 16-17

See Appendix F: Teaching Outline Template ~ See MCA page 18

See Appendix G: Bibliography Template~ See MCA page 19

See Appendix H: Reflection ~ See MCA page 20

Illustrating the Process:

Samples of Student Work

Task 1 - Researching Genres

1a. Begin researching a dance genre in the computer lab. Research should include the creation and development of the dance genre, country and culture of origin, and pioneers of the dance genre. Cite all resources in a Bibliography or Works Cited page using either APA or MLA formatting.

1b. Create a teaching outline on Google Docs; digitally share it with the instructor. The teaching outline should be created first to organize the information based on the GANAG template developed by Dr. Jane Pollock. In the GANAG template, complete using the following structure: set the goal (G), access prior knowledge (A), provide new information (N), apply that knowledge (A), and revisit the goal (G).

1c. Create a Google Slides presentation that will follow the same order as the teaching outline; digitally share the slides with the instructor. The presentation should include images and videos relevant to the genre with no more than 20 words per slide. Students are encouraged to memorize and speak extemporaneously instead of read the information off of the slides.

Performance Standards

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

DA:Cn10.1.1

b. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

DA:Cn11.1.1

a. Analyze and discuss dances from selected genres or styles and/or historical time periods, formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Student Work Samples

- [DA-EW-I-07-T1a](#)
- [DA-EW-I-07-T1b](#) | [DA-EW-I-07-T1b Rubric](#)
- [DA-EW-I-19-T1b](#)
- [DA-EW-I-20-T1b](#)
- [DA-EW-I-30-T1a](#) | [DA-EW-I-30-T1a Rubric.](#)

Task 2 - Researching

2a. Using local resources like dance teachers, community members, and digital resources like YouTube, learn the basics of the dance genre. These basics will include proper stance and basic movements that will later be seen in their choreography. Students will have 1-2 days in class to learn the basics of their genre. Describe these basics in the teaching outline.

Performance Standards

Anchor Standard 3: Refine and complete artistic work.

DA:Cr3.1.1

b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1.1

a. 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.

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.

Student Work Samples

- [DA-EW-I-07-T2b](#)

Task 3 - Creating Genre Specific Choreography

3a. Create one minute of genre-specific choreography that student teachers will teach the class. This choreography will include the proper stance and basics. Choreography can be recorded via voice recording, written choreography, or video recording.

3b. Create a playlist that includes music relevant to the genre. This may be a YouTube, Spotify, or iTunes playlist; the music must be school appropriate and able to be digitally shared with the instructor. This playlist or a link to the playlist should also appear on the teaching outline.

Performance Standards

Anchor Standard 3: Refine and complete artistic work.

DA:Cr3.1.1

b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1.1

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 .

Student Work Samples

- [DA-EW-I-07-T3a](#)
- [DA-EW-I-20-T3b](#)

Task 4 - Teaching Dance Genres

4a. Student teachers are responsible for an entire class period. Student teachers should begin by writing the goal for the day on the board and gaining the student learners' attention (G). Access the student learners' prior knowledge (A) about the genre. After this, teach the mini lesson on the dance genre using Google Slides; next, use genre-specific music to stretch and teach new information (N) about the dance genre. When finished teaching the basics, student teachers will teach one minute of choreography (A). At the end of the class, student teachers will conclude by reviewing the goal and ensuring student learners' understanding of the goal (G).

Performance Standards

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

DA:Cn11.1.1

a. Analyze and discuss dances from selected genres or styles and/or historical time periods, formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Anchor Standard 7: Perceive and analyze artistic work.

DA:Re.7.1.1

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 terminology .

Anchor Standard 6: Convey meaning through the presentation of artistic work.

DA:Pr6.1.1

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 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1.1

a. 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.

Student Work Samples

- [DA-EW-4](#)
- [DA-EW-I-20-T4a-Rubric](#)

Task 5 - Participating in and Reflecting on Dance Genre Projects

5a. Participate as an active and respectful student learner while learning from other student teachers.

5b. Reflect on the dance genre project by completing a worksheet and participating in a small group discussion.

Performance Standards

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

DA:Pr5.1.1

a. 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.

Anchor Standard 8: Interpret intent and meaning in artistic work.

DA:Re8.1.1

a. Select and compare different dances and discuss their intent and artistic expression . Explain how the relationships among the elements of dance, use of body, dance technique and context enhance meaning and support intent using genre specific dance terminology .

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

DA:Cn11.1.1

a. Analyze and discuss dances from selected genres or styles and/or historical time periods, formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Student Work Samples

- [DA-EW-I-05-T5b](#)
- [DA-EW-I-07-T5b](#)
- [DA-EW-4](#)