TOOL 5A

HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM):

Applying (Hess' Interpretation of) DOK to Artistic Practices

Artistic Practice	DOK Level 1 Recall & Reproduction Having the knowledge required; do not need to "figure it out"	DOK Level 2 Connect or Apply Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying *with evidence*	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources *and evidence*
Perceiving, Performing, & Responding	o Identify/ describe ways art represents what people see, hear, feel, believe o Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music o Describe how artists/ dancers might represent... o Identify/ describe narrative conventions depicted in the arts	o Show relationships between (dance, music, film, etc.) and other arts forms o Make observations or compare similarities/ differences: styles, forms, techniques, etc. o Explain possible reasons for selecting tools, medium, elements, principles, images, etc. o Select a familiar artistic work to perform o Explain the artist's central message	o Analyze/find evidence of how a combination of elements or principles are used to achieve a desired effect or theme o Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. o Develop personal response to or interpretation of a work of art	o Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme) o Perform an "old" idea in a new way
Historical, Social, & Cultural Contexts	o Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. o Identify ways symbols and metaphors are used to represent universal ideas o Locate symbols that represent... o Identify/ describe characteristics and origins of dance/art/music genres	o Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/ theatre/film o Explain or compare how different art forms communicate culture, time period, issues o Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/culture o Explain/trace the evolution of arts forms across time periods	o Analyze how historical/cultural context is applied to develop theme in a performance or product o Plan artworks based on historical, social, political, or cultural theme, concept, or representative style o Apply problem solving strategies used among the arts, humanities, and sciences to solve visual "problems"	o Integrate or juxtapose *multiple (historical, cultural) contexts drawn from source materials* (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration, & Production	o Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) o Demonstrate a variety of movements, methods, techniques o Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space)	o Select/use tools for specific artistic purposes o Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. o Use/apply choreographic forms to communicate ideas, feelings, concepts o Improvise simple rhythmic variations o Create examples or models that represent the same topic, concept, idea, etc.	o Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme o Create/compose for a specific purpose, using appropriate processes, tools, techniques o Create narrative art work depicting setting, characters, action, conflict, etc. o Research a given style and develop personal interpretation of it	o Apply *multiple sets of criteria* to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)
Aesthetics, Criticism, & Reflection	o Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation o Describe criteria used for executing technical or artistic quality	o Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response o Critique examples and non-examples of a given technique, style, etc.	o Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual "problem")	o Formulate/ use *multiple sets of criteria* and evidence to critique a complex /multi-faceted performance or final product o Compile and defend exemplars chosen to depict a theme or style

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