



TOOL 5A

# HESS COGNITIVE RIGOR MATRIX | FINE ARTS CRM

## Integrating Depth-of-Knowledge Levels with Artistic Practices



Artistic Practice	<b>DOK Level 1 Recall and Reproduction</b> Having the knowledge required; do not need to "figure it out"	<b>DOK Level 2 Connect or Apply Skills and Concepts</b> Making connections among skills or concepts or decisions (e.g., about approach, tools)	<b>DOK Level 3 Strategic Thinking or Abstract Reasoning</b> Complex and Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	<b>DOK Level 4 Extended Thinking</b> Relating or developing complex ideas using multi sources <i>and evidence</i>
Perceiving, Performing, and Responding	<ul style="list-style-type: none"> <li>Identify or describe ways art represents what people see, hear, feel, believe</li> <li>Recall or describe a variety of instruments, forms, symbols, rhythms, conventions of music</li> <li>Describe how artists or dancers might represent . . .</li> <li>Identify or describe narrative conventions depicted in the arts</li> </ul>	<ul style="list-style-type: none"> <li>Show relationships between (dance, music, film, etc.) and other arts forms</li> <li>Make observations or compare similarities or differences: styles, forms, techniques, etc.</li> <li>Explain possible reasons for selecting tools, medium, elements, principles, images, etc.</li> <li>Select a familiar artistic work to perform</li> <li>Explain the artist's central message</li> </ul>	<ul style="list-style-type: none"> <li>Analyze or find evidence of how a combination of elements or principles are used to achieve a desired effect or theme</li> <li>Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc.</li> <li>Develop personal response to or interpretation of a work of art</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Perform an "old" idea in a new way</li> </ul>
Historical, Social, and Cultural Contexts	<ul style="list-style-type: none"> <li>Describe processes used by artists to select or create ideas, images that reflect history, culture, tradition, etc.</li> <li>Identify ways symbols and metaphors are used to represent universal ideas</li> <li>Locate symbols that represent...</li> <li>Identify or describe characteristics and origins of dance, art, or music genres</li> </ul>	<ul style="list-style-type: none"> <li>Draw inferences about social, historical, or cultural contexts portrayed in art, music, dance, theatre, or film</li> <li>Explain or compare how different art forms communicate culture, time period, issues</li> <li>Compare similarities or differences in processes, methods, styles due to influences of time period, politics, or culture</li> <li>Explain or trace the evolution of arts forms across time periods</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how historical or cultural context is applied to develop theme in a performance or product</li> <li>Plan artworks based on historical, social, political, or cultural theme, concept, or representative style</li> <li>Apply problem solving strategies used among the arts, humanities, and sciences to solve visual "problems"</li> </ul>	<ul style="list-style-type: none"> <li>Integrate or juxtapose <i>multiple (historical, cultural) contexts drawn from source materials</i> (e.g., literature, music, historical events, media) with intent to develop a complex or multifaceted performance or product and personal viewpoint</li> </ul>
Creative Expression, Exploration, and Production	<ul style="list-style-type: none"> <li>Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods)</li> <li>Demonstrate a variety of movements, methods, techniques</li> <li>Locate or compile examples illustrating different approaches (e.g., camera angles; use of white space)</li> </ul>	<ul style="list-style-type: none"> <li>Select or use tools for specific artistic purposes</li> <li>Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc.</li> <li>Use or apply choreographic forms to communicate ideas, feelings, concepts</li> <li>Improvise simple rhythmic variations</li> <li>Create examples or models that represent the same topic, concept, idea, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Combine elements of (dance, art, music) to create _____ that conveys an intended point of view or specific idea, mood, or theme</li> <li>Create or compose for a specific purpose, using appropriate processes, tools, techniques</li> <li>Create narrative art work depicting setting, characters, action, conflict, etc.</li> <li>Research a given style and develop personal interpretation of it</li> </ul>	<ul style="list-style-type: none"> <li>Apply <i>multiple sets of criteria</i> to develop and present a complex or 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 or personal style)</li> </ul>
Aesthetics, Criticism, and Reflection	<ul style="list-style-type: none"> <li>Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation</li> <li>Describe criteria used for executing technical or artistic quality</li> </ul>	<ul style="list-style-type: none"> <li>Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response</li> <li>Critique examples and non-examples of a given technique, style, etc.</li> </ul>	<ul style="list-style-type: none"> <li>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")</li> </ul>	<ul style="list-style-type: none"> <li>Formulate or use <i>multiple sets of criteria</i> and evidence to critique a complex or multi faceted performance or final product</li> <li>Compile and defend exemplars chosen to depict a theme or style</li> </ul>