

Gold Seal Lessons for the Arts K-12



International Center www.LeaderEd.com

for Leadership in Education

Introduction

The purpose of this kit is to provide educators with resources to assist students in achieving success in meeting education standards. The most critical standards are those that are assessed by high-stakes tests and those that are considered most useful to everyone in daily life. The latter are known as Essential Skills.

Each Gold Seal Lesson in this collection of 126 high rigor/high relevance lessons includes a performance task, Essential Skills, and a scoring guide to share with students. All lessons were written by teachers.

Many students learn best when they have opportunities to apply the academic concepts and skills they are learning in their core courses. The arts — visual arts, music, theatre, and dance — can provide students with those opportunities. The lessons in this kit can be used by academic subject teachers or teachers of the arts to help students master academic concepts while expressing themselves through the arts.

What Are Gold Seal Lessons?

Gold Seal Lessons are tasks or activities that are strategically designed to teach to specific academic standards/performance indicators/objectives/benchmarks. It is these standards that are assessed by high-stakes state and national tests, which are then used to evaluate individual student, school and district educational effectiveness.

Each Gold Seal Lesson is centered about a highly motivating theme, activity, or project. The lessons are almost always multidisciplinary and deal with real-world situations or problems.

A lesson may take as little time as half a class period or as much as a year to complete. The task may run concurrently with other class activities, or it may be the exclusive activity for a period of time. Students sometimes work individually, but more frequently they accomplish the task in a small work group.

Gold Seal Lessons require students to learn and perform in a number of different ways. Students may research, write, compute, model, demonstrate, build, survey or report in a variety of academic, technical, work and community environments.

Working with Gold Seal Lessons requires the teacher to wear several hats, including instructor, curriculum specialist, coach, counselor, facilitator, manager, and evaluator. A lesson may be directed by a single teacher or by a team of teachers within a grade level or across subject areas.

The International Center for Leadership in Education has been developing performance-based lessons since the mid-1990s. Over that time, revisions and improvements have been made to make the lessons more useful and effective.

This kit includes lessons in the following subjects:

Visual Arts
Music
Theatre
Dance

The lessons are grouped by grade levels: K-5, 6-8, 9-12. It is important to note, however, that lessons for older students can be “scaled back” (using different reading material or doing only some activities), and lessons for younger students can be enhanced with more rigorous thinking skills and real-world applications suitable for older students.

How to Design Gold Seal Lessons, available from the International Center, can assist you in writing your own Gold Seal Lessons.

What Is Special about Gold Seal Lessons?

Gold Seal Lessons teach standards and Essential Skills to specified levels of rigor and relevance. Rigor is achieved by explicitly stating the Essential Skills that the student is expected to acquire and determining the level of rigor required using Bloom's Taxonomy (known here as the Knowledge Taxonomy). These skills are learned, practiced and assessed through relevant, real-world activities, as indicated by the level on the Application Model.

Gold Seal Lessons:

The Knowledge Taxonomy and
Application Model form the
Rigor/Relevance Framework[®].

- Ensure academic rigor and teach students to use the knowledge they acquire.
- Are keyed to state standards and prepare students for high-stakes testing.
- Provide a vehicle for bringing CTE teachers together with teachers from other subject areas to talk about common ideas for improving instruction.
- Are usually multidisciplinary and can point the way to effective collaboration among faculty members.
- Can be stockpiled by a school, district, or even state in resource banks to provide a plentiful source of ideas for teaching state standards.
- Are fun and intellectually and professionally satisfying to use.

Using Gold Seal Lessons

The Gold Seal Lessons are based on state standards and matched to the high priority topics tested on state assessments. CTE teachers in every state should be able to find lessons that directly address state requirements.

In addition, the lessons are correlated to the highest rated topics in the International Center's National Essential Skills Study (NESS), which identifies the skills and knowledge needed by all students in their post-school lives.

Every Gold Seal Lesson follows the same format and has the same components.

- **Title:** An attempt has been made to give the lesson interesting titles that may appeal to students.
- **Subject:** Each lesson has a subject related to the Career Pathway or to Career Preparation. At the same time, because the lessons involve real-world tasks, they are interdisciplinary.
- **Grade Level:** The lessons are grouped to cover a grade span. Teachers will need to review the lessons in the relevant group to determine which ones are most appropriate for their students' ability level.
- **Rigor/Relevance Framework:** Each lesson includes a graphic of the Rigor/Relevance Framework at the top of the lesson. Each lesson indicates that it is Quadrant D, a high rigor/high relevance lesson.
- **Instructional Focus:** These statements describe the goals of the lesson. These statements correspond to the areas commonly found in state standards and help determine where the task fits within the curriculum of that academic area.

- **Student Learning:** This is a list of what the students will be able to do as a result of the lesson activities. Teachers can give a quick review of the objectives prior to implementing the lesson.
- **Performance Task:** This is a clear and concise description of what the student is asked to do, generally in the context of a real-world situation. The task may be written as instructions to either the teacher or student. It also includes any special instructions for the teacher regarding materials, setup, or other resources needed.
- **Essential Skills:** The International Center conducts nationwide surveys of curriculum topics to determine what educators and the general public believe are the most essential skills and knowledge for students to have acquired by the time they graduated from high school. The Curriculum Survey of Essential Skills, conducted in 1998, covered English language arts, mathematics and science. In 2007, the International Center launched the National Essential Skills Study (NESS), which included social studies. The survey’s primary purpose is to serve as a point of departure for a school or district to begin considering what must be taught in the limited number of hours available in the school year. Each lesson includes a list of related Essential Skills in English, math, and/or science.
- **Scoring Guide:** Each lesson includes a scoring guide. The scoring guide is a “measuring stick” for teacher and student. Both of them can use it to determine how well the student has mastered the skills and knowledge covered. The teacher can also use it to determine how well the lesson worked as well as for diagnostic purposes.
- **Attachments/Resources:** Many of the lessons include additional resources for teachers. Handouts for students are referenced in the attachment section of the lesson. **All attachments are included only on the electronic version of the lesson provided on the enclosed CD, which also lists which lessons touch on math, science, and/or social studies standards/essential skills. All lessons relate to English language arts skills.**



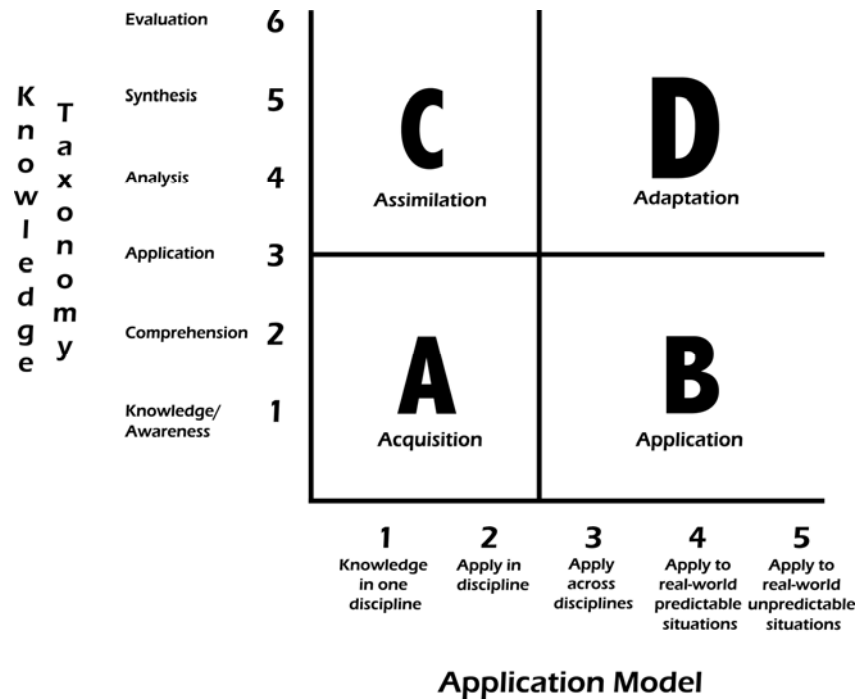
Rigor/Relevance Framework

The Rigor/Relevance Framework, shown on the next page uses four quadrants that represent levels of learning. On the Knowledge axis, the framework defines low rigor as Quadrants A and B and high rigor as Quadrants C and D. On that axis, Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant A is labeled “Acquisition” because students gather and store bits of knowledge and information.

Quadrant C, “Assimilation,” represents more complex thinking, but still knowledge for its own sake. In Quadrant C, students extend and refine their acquired knowledge to be able to use it automatically and routinely to analyze and solve problems and to create unique solutions.

Quadrants B and D represent action, or high degrees of application. In Quadrant B “Application,” students use acquired knowledge to solve problems, design solutions, and complete work.

Rigor/Relevance Framework®



In Quadrant D, “Adaptation,” students have the competence to think in complex ways as they apply knowledge and skills they have acquired to new and unpredictable real-world situations. Students create solutions and take actions that further develop their skills and knowledge.

For students to become lifelong learners, problem-solvers and decision-makers, Quadrant B and D skills are required. In effect, our students need to *know what to do when they do not know what to do*.

Gold Seal Lesson Service

In 2003, the International Center developed a not-for-profit membership organization, the Successful Practices Network, as a way for K-12 educators to share strategies, practices, research, data and experiences. The Network continues to expand and connect hundreds of schools with services such as Collaborating Online for Rigor and Relevance (CORR) and the Gold Seal Lesson Service. Network schools use these tools to develop their own Gold Seal Lessons and also have access to more than 1,000 high-quality lessons in an online database.

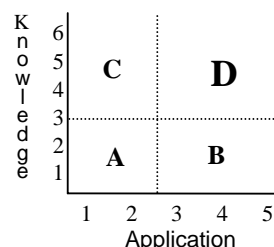
Member schools can submit draft lessons, which the Network reviews and revises if necessary to place them solidly in Quadrant D of the Rigor/Relevance Framework. Most lessons included in this resource kit were written by teachers who are Network members. To inquire about membership in the Network and the Gold Seal Lesson service, visit the Successful Practices Network website at www.successfulpractices.org.



Pollination Play

Subject(s)
Theater Arts,
Science, English
Language Arts

**Rigor/Relevance
Framework**



Grade Level
2–3

**Instructional
Focus**

Theater Arts: Designing and producing by conceptualizing and realizing artistic interpretations for informal or formal productions

Theater Arts: Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history

Basic Concepts and Knowledge: Students develop an understanding of scientific concepts using facts, theories, principles, and models.

Communication: Students communicate and apply scientific concepts.

Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Language Arts Integration: Students synthesize individual language arts skills.

**Student
Learning**

- Students will use improvisation to characterize the pollination process.
- Students will gain an understanding of the process of pollination.
- Students will make predications and conclusions.
- Students will learn two new literary terms—*anthropomorphism* and *personification*.
- Students will write a script and act out a play

**Performance
Task**

Overview

Students will use improvisation to gain an understanding of the process of pollination. They will make predictions for what they think will happen and then make conclusions based on the activity. They will think about the pollination process from the point of view of the bee, the trees, and the flowers. Following the improv activity, students will create the script for a play on pollination based on their experiences. During the script writing, students will learn the literary terms *anthropomorphism* and *personification*. Finally, students will act out their written script.

Materials:

- 2 colors (at least) of carpenters' lining chalk, (powdered colored chalk for a string-line tool). This can be purchased at almost all hardware stores. It often is available in orange, red, blue, and other colors. If orange is not available, say that students with blue chalk will be blueberry bushes rather than flowers.
- A few hundred Q-tips or cotton applicators
- Clipboards (for writing predictions outside)

Performance Task
(cont.)**Description**

1. Introduce the idea of improvisation. Tell them that today, they'll be using improvisation to explore a science concept.
 2. Ask students what they know about bees. Ask a couple of students to act out how a bee would fly from the hive to the tree and back. This will demonstrate how the bee goes to collect pollen from the blossoms on the tree and then brings the pollen back to the hive. Remind students that bees often visit many flowers/blooms and get much pollen on their hind legs before they come back to the hive.
 3. Next show them a dish of the chalk and the Q-tips. Have a volunteer be a tree with outstretched limbs. In each limb, the volunteer has a chalked Q-tip. You model how the bee rubs the clean Q-tip against the chalked Q-tip that represents the blossom. Then the bee looks for other blossoms and returns to the hive. Emphasize that trees do not walk, nor talk! Everyone will get a turn to be a bee. Ask students to write down their predictions of what they think will happen with the Q-tips.
 4. Take the class outside to an open area where they can run safely. Separate the students into groups of orange trees (orange chalk), apple (red chalk) trees (feel free to add additional colors if desired) and bees. Place the dishes of the appropriate color chalk near the trees. Keep the supply of Q-tips a distance away at the "hive" (where the rest of the class is gathered when not on a pollination trip). The bees take the clean Q-tips to the trees to collect chalk and return the stained Q-tips to a basket near the hive (the chalk will not stain clothing). When they deposit the stained Q-tip, they take another clean one to find another tree. Have the students rotate and change roles so that everyone gets a turn in each.
 5. Invite students to think about the following questions as they become the bee, or the tree: How does the world look to a bee that zooms around? What does a bee think when it is all the way inside a big flower? Do the trees want to be visited? What happens to the blossom after a bee has visited?
 6. When all have had a turn and you have collected a considerable number of chalked Q-tips at the hive, call the class together and go back to the classroom.
 7. Have the students count groups of 10 Q-tips. Count by 10s to find the total number. Separate the Q-tips into orange, red, and mixed color Q-tips. For each color, count out groups of 10 to find the total for each color and color combination. Add the three totals to compare the sum to the original grand total. They should be the same if everyone has counted and added correctly. Ask the students to write their conclusions (on the same page as their prediction) about pollination based on the number of different colored and multicolored Q-tips they counted. Were their original predictions correct?
 8. Review the pollination process. Ask several students to share their dramatization. What did they do? What were they thinking? What did the world look like to them?
 9. Demonstrate the format of a script.
 10. Share the definitions for both *anthropomorphism* and *personification* and give an example of a bee personified and of a tree demonstrating anthropomorphism.
 11. Break the students into groups and ask each group to write the script to a pollination play. Encourage the groups to attribute human characteristics to the trees, flowers, pollen, and bees as they write their scripts (using personification and anthropomorphism) and ask students to write what the bees (both the ones that traveled and the ones in the hive), trees, blossoms, and pollen would say during the process of pollination. Encourage them to follow the format of your demonstrated script.
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Performance Task (cont.)	<p>12. Once the script is written, groups cast the roles and act out their pollination plays.</p> <p>13. Finally, to demonstrate their mastery of the concept, on the same page as their predictions and conclusions, students draw the pollination process including all of the “actors” (bees, trees, flowers, pollen) that are involved during pollination. They include labels and captions on their drawing indicating the various components of the pollination process. Students can use the scoring checklist to evaluate their own or a peer’s work prior to the teacher assessing the work.</p>
Essential Skills	<p>S16 Employ knowledge of ecology to study the interactions, relationships, and interdependence of organisms with their living and nonliving environments (e.g., ecosystems, communities, and populations).</p> <p>S1 Know and apply the principles of scientific inquiry for generating knowledge, including prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures.</p> <p>E3 Follow oral directions.</p> <p>E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.</p> <p>E37 Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.</p>
Scoring Guide	Attached
Attachments/ Resources	<p>Video clips on pollination http://www.neok12.com/Pollination.htm</p> <p>Bill Nye the Science Guy’s Pollination Video http://www.youtube.com/watch?v=-OaFiGf0LtQ&feature=related</p>
Submitted by: Michelle Burrows, International Center Consultant and Magnet Coordinator at Douglas Creative Arts and Science Magnet School, Raleigh, NC	

Scoring Guide

<p>Score each of the content areas as follows: 4 – Content went beyond what was asked 3 – Content is complete and demonstrates what was asked 2 – Content is not complete but mostly demonstrates what was asked 1 – Content is unclear, missing, or not what was asked</p>				
Content	Student Score	Comments	Teacher Score	Comments
Was a reasonable and scientific prediction made?				
Was a reasonable and scientific conclusion made?				
Was the conclusion accurate and based on “data” from the activity?				
Is there an illustration of the pollination process?				
Is the illustration labeled?				
Does the illustration include captions?				
Does the illustration correctly show the process of pollination and cross-pollination?				
Is it clear from the work that this student has mastered the concept of pollination and cross-pollination?				

**GOLD
SEAL
LESSON**



African Rhythm Ensemble

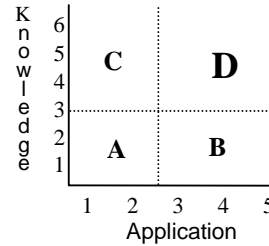
Subject(s)

Music

Grade Level

6–8

**Rigor/Relevance
Framework**



**Instructional
Focus**

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing (Music): Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening: Students listen for a variety of purposes appropriate to the grade level.

Turning Points: Students examine the significance of multiple causation and effects of major events in world history.

**Student
Learning**

- Students will research African history to demonstrate an understanding of how their culture helped shape American life, especially in the area of music.
- Students will create a polyrhythm and rhythm complements in small groups using musical instruments.
- Students will utilize musical techniques such as polyrhythm and rhythm complements to create an authentic African musical ensemble.
- Students will practice and perform their musical ensembles for their peer audience.
- Students will assess and critique the group ensembles and determine if they incorporate musical techniques and the African culture they're based on.

**Performance
Task**

Overview

Students will read historical documentaries on African history including “The Underground Railroad” and view films that describe how culture and music played a pivotal role in all aspects of the early African American life. In small groups, students will create a musical African ensemble (approximately 2–3 minutes in length) utilizing various African instruments. Each musical composition will incorporate complementary parts demonstrating the student’s knowledge of how rhythm patterns fit together to create a polyrhythm. Students will perform and critique each group’s ensemble according to a given rubric.

Description

Step 1

Begin a discussion on African culture and history. As early as the 1600s, African people were captured by Europeans and shipped to America to be sold as slaves.

Performance Task

(con't.)

Stripped of their country, homes, family, and identities, this culture came to depend on the African traditions they knew and loved, music being a foundational one. Through trials and hardships, African slaves came to embrace music as a means of comfort and survival. The slaves incorporated music into all aspects of their lives as a vehicle to express their joys, sorrows, and cultural heritage. The slaves communicated through work songs (in the fields), spiritual songs, healing songs, and fertility songs. A common theme found in most African ensembles is a polyrhythm, which is several rhythms played simultaneously. Traditional African instruments used to create a polyrhythm were drums, whistles, bells, flutes, rain sticks, and marimbas. It would not be unusual to find the slaves singing in the fields or sitting around a fire in the evening expressing themselves through the beating of the drums and other instruments. In fact, this style of music helped shape and influence the very popular jazz movement still popular in our culture today.

Step 2

After a lengthy discussion about “The Underground Railroad” (a journey to freedom), ask students the following questions:

1. Why did African Americans (slaves) create musical stories instead of written ones?
2. What types of stories/messages did they share through music?
3. Why did the slaves use music as a way to secretly communicate with each other?
4. What role did music play in developing the Underground Railroad?

Explain that each group of four students will have an opportunity to create a musical polyrhythm utilizing traditional African instruments.

Step 3

Briefly review the specific techniques found in African ensembles from earlier lessons. Each group will choose instruments of different “tone colors.” A *tone color* (or timbre) is the quality of sound made by instruments for their expressive purposes. Specific words can be used to describe the sounds that are made such as loud, quiet, bright, dark, etc. Each group will begin to create complementary rhythms leaving space for others (windows in the music), playing different patterns than the other players, and playing in the holes. These techniques will be demonstrated by students practicing rhythm complements and clapping in the open spaces (holes) while the teacher plays a pattern on the bell or medium drum. Then in groups of three or four, students will try out complementary parts with their hands and then on instruments. Utilizing *polyrhythm* and instruments of different *tone color*, each group will create its own African ensemble.

Step 4

The student composers will practice and perform their musical compositions in front of their peer audience. The other group members will evaluate and listen to the collaboration and decide if the ensemble is creating a polyrhythm, complementary rhythms, and appropriate tonal colors, according to the standards in the attached Scoring Guide (rubric). The musical ensemble should reflect the African culture and style of music based on their historical investigation.

Essential Skills

- E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.
- E35 Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.
- E16 Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.
- E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.
- E30 Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.
- SS27 Analyze major global occurrences from 1000 BCE – 1914 CE (onset of World War I) and describe the causes, consequences, or results.
- SS53 Explain the attraction of the Americas to Europeans and examine why enslaved Africans were brought to the colonies and how the Europeans struggled for control of their settlements in North America and the Caribbean.
- SS51 Describe how exploration and colonization resulted in cultural, economic, and ecological interactions among societies in North America, Western Europe, and Western Africa around the 15th century.
- SS13 Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- SS31 Identify connections between particular historical events and larger social, economic, and political trends and developments.
-

Scoring Guide

Attached

Submitted by: Kathy Rohrs – Chaminade College Preparatory Middle School

Scoring Guide

Group Members

Instruments

<p>1 – never; 2 – once in a while 3 – about half the time; 4 – most of the time 5 – always</p>	
Criteria	Points Awarded
Students play correctly	
Entrances of parts are clear and on time	
Ensemble plays with steady tempo	
Ensemble plays together as a whole	
Ensemble plays with good balance of parts	
Ensemble plays with good group interaction	
Ensemble reflects tonal color and polyrhythm	
Ensemble’s style reflects African culture	
Overall ensemble rating (1 = low 5 = high)	
Total	

**GOLD
SEAL
LESSON**

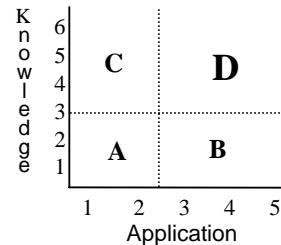


Shoe/Sneaker Metamorphosis

Subject(s)
Art, Graphic Design

**Rigor/Relevance
Framework**

Grade Level 7



**Instructional
Focus**

Listening: Students listen for a variety of purposes appropriate to the grade level.
Speaking: Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Student
Learning**

- Students will develop a midpoint reflective writing sample through the use of writing prompts from a Powerpoint-driven presentation. These writing prompts are all stored in the students' portfolios.
- Students use the skills and techniques taught during the course of this unit to create two types of drawings that utilize real-world knowledge and skills.
- Students use a variety of art-based tools and skills to solve a problem that might have many avenues to a single solution. Students communicate the reasoning used in solving this particular problem through their drawings or renderings.
- Students use the proper tools and techniques to create a drawing that requires them to think "outside the box" and use references from certain real-world graphics-based work as positive reinforcement.

**Performance
Task**

Overview

Students will create two entirely different drawings using similar concepts and techniques. The first drawing will be a still life of each student's left shoe or sneaker using contour drawing, shading, and highlighting. The second drawing will be more thought provoking and rigorous and require the student to transform that shoe or sneaker into something new. The catch is that the transformation is not complete and shows at least three hints that it was at one time a shoe or sneaker.

Description

This assignment begins with a discussion of various art-based careers. One example is in the area of architectural design. Architects might be required to redesign three-bedroom, two-bathroom homes into four-bedroom, three-bathroom structures without tearing down the original buildings. Students are exposed to another example of redesign in the surrealist art form. Here, artists transform everyday items into completely new objects or symbols.

From this discussion, students are assigned a two-phased, real-world (real-life) problem. Students are to metamorphose a drawing of their left shoe or sneaker into a machine, insect, animal, or mythological creature. The catch is that the transformation can look neither too much like a shoe nor too much like a

Performance Task
(con't.)

completely new creation. The metamorphosis must display three hints that it was at one time a sneaker or shoe. These might include the sole, tongue, label, laces, and/or tread. A class discussion will create a list of what those final forms might be.

Finally, students will transfer their best first-drawings to finished drawing paper and ink them out using line variation taught in earlier projects. The last step is to use colored pencils and shading skills to complete the assignment.

Essential Skills

- E3 Follow oral directions.
 - E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.
 - E16 Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.
 - E32 Evaluate the logic and organization of technical or other nonfiction texts for clarity and effectiveness in describing a set of directions or procedures.
 - M54 Apply transformations (reflection, rotation, translation, and dilation) of 2-dimensional figures graphically to interpret, analyze, and illustrate the concepts of congruency, similarity, and symmetry.
 - S15 Plan and apply real or hypothetical models and constructions to facilitate short- and long-term investigation, learning, and solutions to practical problems, including experimental design that incorporates variables and a method for collecting fair and adequate data.
-

Scoring Guide

Attached

Submitted by: Jason Coppola, Berner G. Middle School

Scoring Guide

Name: _____

Project: Shoe/Sneaker Metamorphosis

Rubric Scoring: 5-point scale: 0 = lowest; 5 = highest score

<p>Score each of the following criteria on a scale of 5 to 0, where 5 = surpasses expectations; 4 = high-quality performance 3 = good performance; 2 = satisfactory performance; 1 = minimum-quality performance; 0 = does not meet expectations</p>	
Criteria	Score
Drawing (quality of contour drawing): Shows evidence of time and effort.	
Shading (includes at least 2–3 tones of grey, 1–2 highlights, and black.	
Creativity/ingenuity (metamorphosis): Shows a minimum of three hints of a shoe or sneaker.	
Color pencil rendering (of metamorphosis): 4–5 colors used (maximum) with the use of 2–3 areas of blending (minimum).	
Overall presentation of finished/mounted work.	

Total score:	
Total score x 4:	
Letter grade:	

Additional comments:

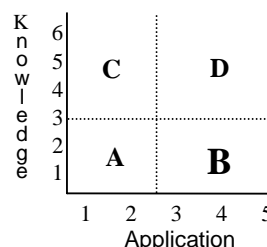
**GOLD
SEAL
LESSON**



Ceramic Water Drums

Subject(s)
Arts, English
Language Arts

**Rigor/Relevance
Framework**



Grade Level 11–12

**Instructional
Focus**

Media: Students will understand and apply media techniques and processes. Students will demonstrate knowledge of structures and functions.
Symbolism: Students will choose and evaluate a range of subject matter, symbols, and ideas.
History and Culture: Students will understand the visual arts in relation to history and cultures. Students will make connections between visual arts and other disciplines.
Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Music and Arts: Students will listen to, analyze, and describe music. Students will understand relationships between music, the other arts, and disciplines outside the arts. Students will perform on instruments, alone and with others, a varied repertoire of music.

**Student
Learning**

- Students will gain an understanding of the history, symbolism, and tradition of drums.
- Students will define a personal animal mandala (during English class).
- Students will use media techniques and processes to design and create a ceramic water drum that is functional and symbolic.
- Students will explore the sounds and tones created by the water drums and experience creating drum music in a group.
- Students will reflect on the process and their success with the task.

**Performance
Task**

Overview:
Students will explore the history, symbolism, and tradition of drums; select a personal animal mandala; and create a functional ceramic water drum. Students will then explore sounds and tones of the various water drums created, create a CD of their drum music, and finally reflect on the process and their success with the project.

- Description:**
1. Students will read research material the history of drums and the traditional and cultural uses, traditions, and symbolisms of drums; and then, using this knowledge, students will create a water drum made with clay.
 2. During English class, students will learn about and select a personal “mandala” animal that will then become the surface design for their water drum. Students’ surface mandala designs will demonstrate the symbolism of the animals that were chosen in English.

Performance Task
(con't.)

3. Students will draw a scale drawing of their water drum. The drawing must show the spout to put the water into the drum, a “lip” that will ensure the rawhide drum top can be attached, drum surface, and the mandala animal design
4. The drum will be made out of clay using the coil technique and will meet the following guidelines:
 - Ceramic drums must be at least 10 inches tall.
 - Ceramic drum openings for the attachment of rawhide may be up to 12”in diameter.
 - The shape of each student’s drum is a personal choice based on research.
 - Surface decoration will be created using additive and subtractive methods.
5. Drums will be bisque fired and then painted with at least five different metallic acrylic paint colors, with attention to contrast and technique.
6. Students will soak the precut rawhide for the drum cover, cut the excess rawhide to make the drum lacings, and then stretch the rawhide over the drum and lash the rawhide with rawhide lacings. During this process, students will gain an understanding that it is the dried leather that creates the tonality of the drum.
7. Once drums are complete, students will experiment with the sounds their water drums create—how the tone and resonance changes with the amount of water in the drum. Students will discuss how the various sizes of water drums create different tones and resonance.
8. After exploring the drum sounds, groups of students playing their individual water drums will create one compilation of the drum music. The students from Cinematography and Video class will record the group’s compilation onto a CD in the school sound room.
9. After recording their music, each student will create an individual CD cover for their group’s CD of water drum music.
10. Students will reflect on the project and their ceramic water drum and complete an individual self-assessment.

Essential Skills

- E24 Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics.
- E16 Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.
- E3 Follow oral directions.
- E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.
- E44 Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.
- M3 Use proportional reasoning to solve real-world problems.

Scoring Guide

Attached.

Attachments

Student Reflection

Submitted by: Leinaala Freitas, Roosevelt High School

Scoring Guide

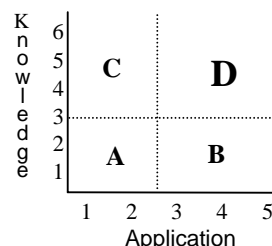
<p>Scale of 1 – 4 where: 4 = exceeds w/excellence 3 = exceeds 2 = meets 1 = doesn't meet</p>	
<p>COLOR</p> <ul style="list-style-type: none"> • Used 5 different metallic acrylic colors to show contrast • Reflects mood or feeling 	
<p>LINE and TEXTURE</p> <ul style="list-style-type: none"> • Shows variation of line and texture with additive and subtractive clay methods 	
<p>SHAPE/FORM</p> <ul style="list-style-type: none"> • Shape/form created by additive and subtractive clay methods • Shape/form selected stems from research on drums • Pleasing shape of drum 	
<p>PRINCIPLES OF DESIGN</p> <ul style="list-style-type: none"> • Scale drawing clearly demonstrates all required elements • Personal animal mandala is displayed on drum surface and demonstrates symbolism of animal • Completed drum demonstrates an understanding of the principles of design 	
<p>CREATIVITY AND EFFORT</p> <ul style="list-style-type: none"> • Expresses feeling, mood and/or ideas, evokes intended response • Imaginative and original • Pleasing to look at 	
<p>SKILL AND CRAFTSMANSHIP</p> <ul style="list-style-type: none"> • Shows control of clay techniques • Shows control of the acrylic painting techniques 	



Dance Around the World

Subject(s)
Dance, Physical Education, Health, Social Studies & English

Rigor/Relevance Framework



Grade Level 10–12

Instructional Focus

Reading: Students read a variety of grade level materials, applying strategies appropriate to various situations.
Writing: Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Listening: Students listen for a variety of purposes appropriate to the grade level.
Speaking: Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Language Arts Integration: Students synthesize individual language arts skills.
Turning Points: Students examine the significance of multiple causation and effects of major events in world history.

Student Learning

- Examine dance and its function within a foreign country’s culture.
- Assess the historical and cultural significance of a specific dance from the selected culture.
- Generate a lesson regarding how to perform the chosen dance.
- Compose and deliver a presentation addressing the cultural aspects of the dance, as well as instructing on its performance.

Performance Task

Overview
Students will research a dance that is significant to a country’s culture. Students will become experts on the dance by learning the history of the dance, its historical background, and cultural influence. The students’ culminating activity will be to present their findings and instruct on how to perform the dance to peers and school staff.

Description
The students will respond to the following prompt: What countries, besides the United States, come to mind when you think of interesting or intriguing dance? The students will be given time to respond and share their answers with each other. Following, the teacher will welcome responses and will list the countries on the board. The students will then be paired up and assigned one of the countries from the board.

The students will then be given their assignment: to research dance and its significance in the country and select one particular dance to use as an example of the function of dance in the culture. A presentation about the dance and its importance, as well as instruction on how to perform it, is also required.

Performance Task (con't.)	The students will then research and complete the graphic organizer. Once the research is completed, the students will compose their presentation of this country's culturally significant dance. The students will also practice the researched dance and modify it to best fit the ability of the students in the group. After presenting their dance and multimedia project to the class, the classmates will critique.
Essential Skills	<p>E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.</p> <p>E3 Follow oral directions.</p> <p>E6 Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).</p> <p>E7 Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.</p> <p>E8 Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.</p> <p>E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.</p> <p>E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.</p> <p>E11 Give clear and concise oral directions.</p> <p>E12 Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).</p> <p>SS19 Compare and contrast the physical, human, and cultural characteristics of places and regions on Earth.</p> <p>SS21 Analyze the interaction between humans and the physical environment.</p>
Scoring Guides	Oral Presentation Dance
Attachments/ Resources	Graphic Organizer
Submitted by: Ashley Westra, High Point Regional High School	

Scoring Guides

Oral Presentation

CATEGORY	4	3	2	1
Oral Delivery	Interesting, well-rehearsed, with smooth delivery that holds audience attention	Relatively interesting, rehearsed, with a fairly smooth delivery that usually holds audience attention	Delivery not smooth, but able to hold audience attention most of the time	Delivery not smooth and audience attention lost.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation content.	Uses font, color, graphics, effects etc., but these often distract from the presentation of content.
Content	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1–2 factual errors.	Content is minimal or there are several factual errors.