



Tool 5A



## Hess Cognitive Rigor Matrix (Fine Arts CRM): Applying (Hess's Interpretation of) DOK to Artistic Practices

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



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