

Depth-of-Knowledge in the Fine Arts

MUSIC

DOK 1

Students at DOK 1 are able to recall facts, terms, musical symbols, and basic musical concepts, and to identify specific information contained in music (e.g., pitch names, rhythmic duration, voice and instrument classification, music history).

DOK 2

Students at DOK 2 engage in mental processing beyond recalling or reproducing a response. Students begin to apply pitch relationships while singing (e.g., so-do), perform accurately on an instrument, and begin to self-assess their own performance. They apply correct fingerings, bowings and stickings, and interpret notation. They can explain and interpret contrasting styles and genres. Students can hear and recognize basic forms (e.g., ABA, strophic), intervals, and rhythmic patterns. Students will sight-read independently.

DOK 3

In DOK 3, students demonstrate more complex and abstract thinking in their musical performance. Students play or sing in a group, responding to the cues of the conductor. In this situation, they will use aural skills to blend, balance, and sing/play in-tune; apply pitch and rhythmic accuracy; express elements, articulation, diction, and phrasing. Students begin to play independent parts in an ensemble. They can compose a simple melody in a given key, and improvise over static harmony (e.g., play mallet instruments over a bordun or improvise over a single chord). Students use music theory knowledge to analyze chords/harmonies, realize figured bass and interpret jazz chords.

DOK 4

DOK 4 requires complex reasoning that includes planning, investigating, and/or analyzing results. Students compose in two or more voices, which requires the application of harmony, voice leading, and chord progressions. When improvising, students respond to chord changes and develop complex phrases. They rehearse and perform solos with or without accompaniment or in non-conducted ensembles, in which they are required to make individual informed decisions about style, balance, and expressive elements.

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Sample Question Stems	Performance Examples	Annotation
DOK 1: Who wrote ____? What is this symbol ____?	<ul style="list-style-type: none"> Identify rhythmic musical notation including whole note, half note, quarter note, and eighth-note pairs. Identify the musical terms piano, forte, crescendo and diminuendo. Echo short rhythmic and melodic patterns on a classroom instrument. 	Students are asked only to recall previously learned information and to make an automatic response.
DOK 2: Demonstrate ____? How are ____ and ____ alike? Different? Can you relate ____ to ____? What interval am I singing?	<ul style="list-style-type: none"> If there are four beats in each measure and you have four measures, how many beats do you have? Write this as a math problem. Read and perform a short piece of music using effective expression (i.e., dynamics and tempo). 	<p>Students are converting rhythmic notation into mathematical equations, which demonstrates understanding of a concept.</p> <p>Students are required to apply previously learned concepts through performing material learned at DOK Level 1.</p>
DOK 3: What makes this performance superior to others you have listened to? Support your answer with specific details.	<ul style="list-style-type: none"> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment of tone quality, expression, phrasing, pitch and rhythmic accuracy. Evaluate a recorded performance. Provide supporting details for your assessment. 	Students are to evaluate a performance and give a rationale for their assessment
DOK 4: Create a composition using instruments or voices of your choice	<ul style="list-style-type: none"> Improvise a melody and/or harmonic accompaniment with variations, within specified 	Students are creating and performing their own improvisation.

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that creates a mood of increasing intensity.	guidelines, e.g., a chord progression. <ul style="list-style-type: none">• Compose, in 2 or more parts, an 8-measure phrase with no non-chord tones.	Students are to compose within specified guidelines.
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THEATRE

DOK 1

Students at DOK 1 will be asked:

- Parts of the stage; theatre terminology; general theatre safety; theatre hierarchy; basic rules of audience etiquette
- To perform in front of the class, creating a stereotypical or previously seen character (not themselves)

DOK 2

Students at DOK 2 will:

- Compare and contrast styles of acting; identify technical problems on stage and formulate desired outcomes; recognize basic elements of major theatrical time periods; recognize and follow basic script formatting; demonstrate proper audience etiquette;
- Perform in front of class, creating an original character in scene work

DOK 3

Students performing at DOK 3 will be able to:

- Complete basic character analysis and perform said character; perform the required tasks for a technical theatre crew; demonstrate basic playwriting skills; direct a scene with characterization and blocking
- Perform short form improvisational format (scene games, line games, head to head, extraordinary, etc.)

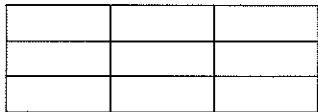
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DOK 4

Students performing at DOK 4 will be able to:

- Create an in-depth character analysis, including textural and historical support for choices and perform said character;
- Perform the functions of a technical element, serving as a designer, stage manager or crew chief;
- Write a script, in proper format, with contextual support of historical theme, characterization, and technical direction;
- Direct a one-act with script analysis, characterization, blocking, and technical elements to support the playwright's intent

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Sample Question Stems	Performance Examples	Annotation
DOK 1: Draw and label ____? Identify ____. Who wrote ____? What are the rules to ____? To what time period does ____ belong?	Label the 9 areas of the stage:  Create a graphic organizer depicting the theatre hierarchy	This asks for recall of specific information. This tasks asks for recall of specific information
DOK 2: How would you compare and contrast ____? How would you apply what you learned to ____? What elements are recognizable in ____? What steps are needed to ____?	Attend a full-length play demonstrating theatre etiquette. From traits you have observed in several people, create an original character in scene work. Identify and execute the steps in building a flat	Students are required to apply previously learned concepts through performing material learned at DOK Level 1. This shows the conceptual understanding of a procedure and then executing those skills.
DOK 3: What conclusions can you draw about this character? (<i>character analysis</i>) How would you adapt ____ to ____? (<i>technical</i>) What would happen if ____? (<i>playwriting, improvisation, directing, technical</i>)	All elements of technical theatre are necessary for a complete production: <ul style="list-style-type: none"> • Identify the problems and possible solutions in a production, including set, light, sound, costumes, makeup, properties, or business • Demonstrate how one element of technical theatre can affect the others 	This shows that students can reason and plan within the area of technical theatre. Previous knowledge is necessary to accomplish this DOK level.
DOK 4: How could the playwright have	Direct a one-act show, creating a complete script and character	This requires complex reasoning, planning and thinking, as well as

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changed (character's) actions to foreshadow ____?	analysis, blocking notation, rehearsal process, and design elements for all technical aspects.	follow-through. It will also take extended time to complete due to the complexity of the project.
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DANCE

A variety of dance genres (e.g., folk, ballroom/social, square, contra, ballet, modern, jazz, tap, hip hop, ethnic) can be used to develop depth-of-knowledge at any grade or ability level.

DOK 1

Students may be asked to perform basic dance movements in a variety of genres or mimic the teacher or electronic media/video. These types of movement do not require previous dance training.

DOK 2

Students may apply concepts of proper movement technique as it relates to the style of dance. Students develop body awareness (e.g., shape, space, timing, rhythm and force). Students explore how to alter movements so kinesthetic and visual differentiation is felt and viewed. Students begin to describe the movement they are seeing.

DOK 3

Students utilize more independent thinking and action to execute dance movement with proper technique and qualitative distinction (e.g., elements and qualities of movement). Improvisation may be performed as an individual, with a partner, or in a group. Students are able to make assessments of self and others through value statements.

DOK 4

Students use awareness of physical movement and aspects of dance as an art form to create and critique original choreographed dances. Movement expresses meaning of ideas, themes and concepts. Students address how movement choices clarify expression of ideas. Students may incorporate use of music/sound, costuming, props, and lighting to support their solo or group work. Students review and revise their work throughout the creative process to enhance the final choreography.

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Sample Question Stems	Performance Examples	Annotation
DOK 1: Which locomotor steps are used within this sequence? What qualities of motion do you see in this movement sequence? Does the Troika folk dance use running locomotor steps?	<ul style="list-style-type: none"> Identify the elements of movement in isolation. Which of the following directions in space is not used in the Electric Slide? <ul style="list-style-type: none"> a. Forward c. sideward b. Backward d. diagonal Does the <i>ballet frappe</i> movement have a percussive quality? 	In each of these examples, the students are recalling the type of step, the direction in space, or quality of motion used within the dance.
DOK 2: Classify _____. What do you notice about _____? Demonstrate the _____.	<ul style="list-style-type: none"> Compare and contrast the use of elements in two different genres of dance. Demonstrate _____ (e.g., levels in space, jazz square, locomotor and non-locomotor movements, seven qualities of movement). 	Students are applying skills and recognizing relationships within the dance curriculum.
DOK 3: What is your interpretation of the dance? Support your rationale. What would happen if _____? How would you adapt _____ to create _____?	<ul style="list-style-type: none"> View a dance by a famous choreographer, and describe the qualities and directions used in the dance to support your interpretation. Choose a topic (e.g., stories, words, paintings, sounds, textures) and improvise movements to portray the theme. Learn a dance and then alter movements to create a new dance (e.g., add a turn, air moment, twist, inversion). 	Students are providing support for reasoning, applying complex and abstract thinking, and formulating multiple responses.
DOK 4: What would you use to support _____ (ex: thematic concept)? How would you use	<ul style="list-style-type: none"> Use movement elements, qualities of movement, and locomotor and non-locomotor movement to create an original dance. Research a topic to support knowledge and make movement choices. An awareness of audience 	Students use creativity in their reasoning, planning, and real-world applications to make original choreography for informal or formal performance.

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movement to express the idea of ____?	and presentation is necessary.	
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VISUAL ART

DOK 1

Students at DOK 1 are able to define and describe the use of art elements, principles, style, media, and/or techniques. They can identify the function of art in a culture, and make connections between visual art and other content areas.

DOK 2

Students at DOK 2 can make examples of and compare and contrast art elements, principles, style, media, and/or techniques through guided practice. They can compare and contrast art elements, principles, style, subject matter, theme, media, and techniques in two works of art.

DOK 3

Students at DOK 3 create original artwork within a set of teacher-directed parameters which could include subject matter, theme, historical style, elements and principles, media, and/or technique. They can express a personal point of view through the creation of artwork, and create art that serves a purpose in society (e.g., fine crafts, graphic design; group identity; social, cultural or political commentary. Students justify artistic decisions and analyze and evaluate the effectiveness of communicating meaning in art.

DOK 4

Students at DOK 4 select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. They conduct research using a variety of sources (e.g., print materials, photographs, internet, and historical exemplars) and develop ideas through a series of studies. They choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Students can write an artist's statement that explains and defends artistic decisions. Students develop and defend personal answers to aesthetic questions: "What is the nature of art?" "What is beauty?" and "Who decides what makes something art?" They draw and defend conclusions about how art is influenced by and influences culture/history.

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Sample Question Stems	Performance Examples	Annotation
<p>DOK 1</p> <p>What does _____ mean?</p> <p>Which of the following is a cool color? (red, blue, white, orange)</p>	<ul style="list-style-type: none"> List the characteristics of _____. What is one way to create a rough texture in a painting? 	Students are asked to recall previously learned information and provide a rote response.
<p>DOK 2</p> <p>How are _____ and _____ alike and/or different?</p> <p>What colors would you mix to create _____?</p>	<ul style="list-style-type: none"> Create a variety of colors, tints and shades by mixing pigments. 	Students show understanding of a concept by performance of a basic skill.
<p>DOK 3</p> <p>How would you express the idea of _____ in a two-dimensional artwork?</p> <p>What is the recurring theme in this artist's work? Provide supporting details.</p>	<ul style="list-style-type: none"> Use implied texture, rhythmic lines, and emphasis to create an original artwork that identifies a group (e.g., teens, family, a school club) Develop a plan for expressing _____ in artwork addressing decisions on the use of elements, principles, subject matter, theme, style, media, and techniques. 	Students make decisions, plan and create art within teacher-set parameters. There are multiple correct answers.
<p>DOK 4</p> <p>Why might one person consider an abstract work beautiful while another person might consider it grotesque?</p> <p>How do distinctly different characteristics in this artwork work together to express _____?</p>	<ul style="list-style-type: none"> Use a variety of resources to research a "big idea" of your choice. Develop multiple images that communicate a personal interpretation of the idea and refine them into a plan for a two- or three-dimensional artwork. Select elements, principles, media, style, and techniques most appropriate to the expression of the idea. During the creative process, self-evaluate and improve the work. Write an artist's statement. 	Students need extended time and use a variety of student-selected resources for inspiration. Students work as self-directed artists who use complex reasoning and planning. Students generate multiple correct answers to the artistic problems they set. They choose and use art elements, principles, style, media and techniques to achieve a desired effect.