



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 or concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex and Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multisources <i>and evidence</i>
Perceiving, Performing, and Responding	<ul style="list-style-type: none"> o Identify or describe ways art represents what people see, hear, feel, believe o Recall or describe a variety of instruments, forms, symbols, rhythms, conventions of music o Describe how artists or dancers might represent . . . o Identify or describe narrative conventions depicted in the arts 	<ul style="list-style-type: none"> o Show relationships between (dance, music, film, etc.) and other art forms o Make observations or compare similarities or 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 	<ul style="list-style-type: none"> o Analyze or find evidence of how a combination of elements or principles are used to achieve a desired effect or theme o Analyze narrative artwork, using supporting evidence to interpret setting, characters, action, conflict, etc. o Develop personal response to or interpretation of a work of art 	<ul style="list-style-type: none"> 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, and Cultural Contexts	<ul style="list-style-type: none"> o Describe processes used by artists to select or 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 or describe characteristics and origins of dance, art, or music genres 	<ul style="list-style-type: none"> o Draw inferences about social, historical, or cultural contexts portrayed in art, music, dance, theater, or film o Explain or compare how different art forms communicate culture, time period, issues o Compare similarities or differences in processes, methods, styles due to influences of time period, politics, or culture o Explain or trace the evolution of art forms across time periods 	<ul style="list-style-type: none"> o Analyze how historical or 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" 	<ul style="list-style-type: none"> o 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
Creative Expression, Exploration, and Production	<ul style="list-style-type: none"> 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 or compile examples illustrating different approaches (e.g., camera angles; use of white space) 	<ul style="list-style-type: none"> o Select or use tools for specific artistic purposes o Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. o Use or 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. 	<ul style="list-style-type: none"> o Combine elements of (dance, art, music) to create _____ that conveys an intended point of view or specific idea, mood, or theme o Create or compose for a specific purpose, using appropriate processes, tools, techniques o Create narrative artwork depicting setting, characters, action, conflict, etc. o Research a given style and develop personal interpretation of it 	<ul style="list-style-type: none"> o 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/personal style)
Aesthetics, Criticism, and Reflection	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> o Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response o Critique examples and nonexamples of a given technique, style, etc. 	<ul style="list-style-type: none"> 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") 	<ul style="list-style-type: none"> o Formulate or use <i>multiple sets of criteria</i> and evidence to critique a complex or multifaceted performance or final product o Compile and defend exemplars chosen to depict a theme or style



Available for download at resources.corwin.com/HessToolkit and www.karin-hess.com/free-resources