

National Coalition for Core Arts Standards

Dance Model Cornerstone Assessment: HS Proficient

Nikiya's Variation from La Bayadere

Discipline: Dance

Artistic Processes: Performing, Responding and Connecting

Title: High School Advanced Pointe Variation, Research & Performance

Description: All Advanced Pointe students will research the overall story of *La Bayadere*, making sure to include details of region of the story as well as gender and class system rules for this era and region. The students will include this research in their journal for the class. They will be taught the variation of *Nikiya's Death from La Bayadere*. Students will use the online source youtube.com to observe two different performances from two different ballerinas performing this variation. They will create a journal entry of their observations with regards to style, artistic impressions and overall impressions making clear comparisons. All students will perform their own version of the learned variation during class time.

Grade: HS Proficient

In this MCA you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for Embedding in Instruction	<input type="checkbox"/> Detailed Assessment Procedures	<input checked="" type="checkbox"/> Knowledge, Skills and Vocabulary	<input checked="" type="checkbox"/> Differentiation Strategies <input checked="" type="checkbox"/> Strategies for Inclusion
<input type="checkbox"/> Suggested Scoring Devices <input checked="" type="checkbox"/> Task Specific Rubrics	<input checked="" type="checkbox"/> Resources needed for task implementation	<input type="checkbox"/> Assessment Focus Chart	<input checked="" type="checkbox"/> Benchmarked Student Work

Estimate Time for Teaching and Assessment: (mark the appropriate box)

Approximately _____ hours To be determined by the individual teacher

Strategies for Embedding in Instruction [possible sequence & strategies to embed Model Cornerstone Assessment within a classroom unit]

Task 1: Research the storyline of *La Bayadere*, using two different sources. One potential source for gathering information is <http://www.abt.org/education/archive/ballets/bayadere.html>. Included in your written response must be details of the characters of the story, class system and region in which this ballet takes place. Special emphasis on gender roles is important. Please cite your sources.

Performance Standard(s)(Connecting **DA: Cn10.1.HSI b**) Use established research methods and techniques to investigate a topic Discuss orally or in writing the insights relating to knowledge gained through the research process the synergy of collaboration, and the transfer of learning from this project to other learning situations.

Task 2: After learning a variation of Nikiya's death during Advanced Variations class, you will practice and perform your interpretation of the variation. Note: Ample opportunities will be provided for you to ask questions about details of the technique and artistic elements. Use your written resource as a catalyst for discussion and choice making. Paramount to the physical experience is the ability to draw on your own written research linking the connection of time and place to character. Relating artistic ideas and work with personal meaning and external context.

Performance Standard(s) (Connecting **DA: Cn10.1.HSI a**): Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis. (**Connecting: DA:Cn11.1.HSI a**) Analyze and discuss dances from selected genres or styles, historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

Task 3: Using youtube.com watch at least two different ballerinas performing this variation. Observe technical and artistic similarities and differences. Create a journal entry describing your observations and impressions using proper grammar and sentence structure. Students will use research methods to investigate a topic. Students will discuss observations and insights of research through the journal process, and use this learning process to apply what they have discovered to other learning situations.

Performance Standard(s) (**Connecting**) **DA:Cn11.1** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (**DA:Cn11.1.HSI a**) Use established research methods and techniques to investigate a topic. Perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process the synergy of collaboration, and the transfer of learning from this project to other learning situations.

Task 4: Perform your interpretation of *Nikiya's Death* for your classmates. Give and receive Feedback (with care and respect) on each dancers performance. What choices they made dramatically, musically and artistically. Be prepared to discuss your decision-making process; specifically about what choices you made dramatically, musically and artistically. [Performing/interpreting means performing an existing work, a process that calls upon the interpretive or re-creative skills of the student.¹ Students will develop and refine artistic techniques and work for presentation² Realize artistic ideas and work through interpretation and presentation. Convey meaning through the presentation of artistic work.³ Students will perceive and analyze artistic work.⁴ Interpret intent and meaning in artistic work.⁵ Apply criteria to evaluate artistic work.⁶ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.⁷]

Performance Standard(s):(Responding): **(DA: Re7.1.HSI a)** Analyze the use of elements of dance in a style specific practice to communicate intent **(DA:Re8.1.HSI a)** Select and compare dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique and context enhance meaning and support genre specific dance terminology **(DA: Re9.1.HSI a.)** Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

Performance Standard(s): (Performing: **DA: Pr5.1.HSI a)**: A. Embody technical dance skills to retain and execute dance choreography **(DA: Pr4.1.HSI a.b.c.)** A Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. B. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. C. Connect energy & dynamics to movements by applying them in and through all parts of the body. Develop total awareness so that the movement phrases demonstrate variances of energy and dynamics **(DA:Pr6.1. HSI a.)** A Demonstrate performance etiquette and performance practices in class and during rehearsals. Post-performance, accept notes and apply corrections to future performances. Document the rehearsal as performance process and evaluate methods and strategies using dance terminology and production terminology.

Sources Cited 1

National Core Arts Standards: A Conceptual Framework for Arts Learning www.nationalartsstandards.org page 11

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National Core Arts Standards: A Conceptual Framework for Arts Learning www.nationalartsstandards.org page 13

Detailed Assessment Procedures- (Not Applicable for this Course)

Knowledge, Skills and Vocabulary *[focusing on concepts required to successfully complete the task]*

Key Vocabulary:

The bulk of the vocabulary of the variation itself is embedded in their *Technical Manual and Dictionary of Classical Ballet* by Gail Grant-which is course required. All steps comprised in this variation can be found in this source.

Musicality & phrasing, Artistic license, Dramatic intentions

Knowledge and Skills [other than Key Vocabulary]

Students will relate knowledge through the Six Facets of Understanding:

Facet 1-Explanation

Gain the ability to share their thoughts and impressions with other students

Facet 2-Interpretation

Through performance students will offer their own interpretation of *Nikiya*.

Experience how to learn a variation in a person-to-person experience- (not using technology). Gathering feedback from teachers & peers.

Make creative personal realizations

Facet 3-Application

Demonstrate knowledge of basic research and draw conclusions for an artistic cause

Tie in Culture and History Connectors

Facet 4-Persprective

Learn about the class system and gender roles of Royal India and use that information to begin to understand how to build characterizations through personal choice

Facet 5-Emplathy

Draw conclusion from research about characters during their historical time. How did *Nikiya* get to be who she was, and why? How does this affect how you choose to portray her during this variation?

Facet 6-Self-Knowledge

Discover which of the tasks uncovered their feeling successful or where they feel challenged.

Discovery of how I feel during the critical discussion part of the class, which is difficult. Do I become defensive? Can I justify my choices? Do I feel secure in stating my opinions with care for others?

Other Skills:

Students will:

Demonstrate an application of technical concepts

Deepen their understanding of artistic expression

Learn personal responsibility for personal performance

Gain an understanding of the overall learning process for the professional dancer

Communicate through Performance

Strategies for Inclusion (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.*)

If a student is injured and physically unable to do the performance portion of the class, their personal grading rubric can be altered so that they can still participate in the rest of the class experience. An ability to learn through watching can also be as valuable as through doing. The video portion of the grading rubric can be a video of the students discussing what they learned through observation and research rather than a video of them performing the dance. They may still be able to demonstrate some of the gestural part of the variation with use of their arms and incorporation of their epaulément that will show dramatic intent. Source:

<http://www.nationalartsstandards.org/content/inclusion>

Differentiation Strategies (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

For students with a writing difficulty or an IEP for writing-their written submission can be exchanged for a verbal submission. They can record their research verbally and submit that to the instructor.

Source: <http://www.nationalartsstandards.org/content/inclusion>

Resources [*for task implementation*] Computer with internet connection (can be done on location at school or home or library) and a Journal to complete entries with regard to research.

Scoring Devices & Task-specific Rubrics: [*rubrics: Assessment Rubric-Appendix A, Portfolio Checklist- Appendix B. based on the Traits*]

Assessment Focus					
Artistic Process or Process Components	Enduring Understandings	Essential Questions	Anchor Standards	Key Traits	Performance Standards Proficient
Performing	How much preparation is needed when preparing for a role in a ballet where you are portraying a character.	How do I know what choices to make as a performer?	Select, analyze, and interpret artistic work for presentation. (#DA:Pr4.1)	Select & interpret	Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.
	How understanding the essential of time and place can help give you information for characters subtext.	What is the underlying story of this ballet?		Use of syncopation	Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.
	How to use emotion within movement to convey an idea.	How does this help me with character development?		Use of energy & dynamics	Connect energy & dynamics to movements by applying them in and through all parts of the body. Develop total awareness so that the movement phrases demonstrate variances of energy and dynamics. (DA: Pr4.1.HSI a. b. c.)
	How to begin the process of investigation into character development.	Who is my character? How do I apply this to my performance?	Develop and refine artistic technique and work for presentation. (#DA:Pr5.1)	Embody technical dance skills	Embody technical dance skills to retain and execute dance choreography (DA: Pr5.1.HSI a.)
	How to observe artistic and musical choices being made.	How can different choices provide different outcomes in storytelling?			
	How to go about creating a well thought out choice artistically.	How much am I allowed to make personal choices to interpret a role?			
				Demonstrate performance etiquette	

	<p>How important it is to be attentive to details of choice.</p> <p>Analyzing what works for a peer may not be the correct choice for you.</p>		<p>Convey meaning through the presentation of artistic work. (DA#:Pr6.1)</p>	<p>Demonstrate good practices</p>	<p>and performance practices in class and during rehearsals. Post-performance, accept notes and apply corrections to future performances. Document the rehearsal as performance process and evaluate methods and strategies using dance terminology and production terminology. (DA:Pr6.1.HSI a.)</p>
Responding	<p>Having meaningful discussion as well as doing the research into a subject matter can provide context to be better able to have insight into choreography.</p> <p>Really being attentive to the details of choice can provide clues to providing feedback.</p>	<p>How do I decide to share my feedback with other dancers?</p> <p>How does it feel when I receive feedback?</p> <p>How can I use feedback or perceived criticism to help propel me forward in my choices?</p>	<p>Perceive and analyze artistic work. (#DA:Re7.1)</p> <p>Interpret intent and meaning in artistic work (#Da:Re8.1)</p> <p>Apply criteria to evaluate artistic work. (#DA:Re9.1)</p>	<p>Analyze & Communicate</p> <p>Interpret artistic intent</p> <p>Evaluate artistic expression</p>	<p>Analyze the use of elements of dance in a style specific practice to communicate intent. (DA: Re7.1.HSI a)</p> <p>Select and compare dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique and context enhance meaning and support genre specific dance terminology. (DA:Re8.1.HSI A)</p> <p>Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology. (DA: Re9.1.HSI a.)</p>
Connecting	<p>Linking information that may not at first seem relevant can help you connect with the historical nature of an artistic work. It may inform every decision that you make during a performance.</p>	<p>What things do I need to think about when I am beginning any performance-based project?</p>	<p>Synthesize and relate knowledge and personal experiences to make art. (#DA: Cn10.1)</p>	<p>Synthesize Ideas of choreographer</p>	<p>Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis. (DA: Cn10.1.HSI a.)</p>

	Understanding historical context can help us interpret the motivations of characters.	<p>What elements are essential to this process? How can I be the most prepared for viewing dance or preparing for a project?</p> <p>What elements are the most useful for me as an individual?</p>	<p>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. (#DA:Cn11.1)</p>	<p>Establish a relationship of research to choreography performance</p> <p>Relate ideas through historical context</p>	<p>Use established research methods and techniques to investigate a topic. Perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process the synergy of collaboration, and the transfer of learning from this project to other learning situations. (DA: Cn10.1.HSI b)</p> <p>Analyze and discuss dances from selected genres or styles, historical time periods, and formulate reasons for the similarities and differences between then in relation to the ideas and perspectives of the peoples from which the dances originate. (DA:Cn11.1.HSI a)</p>
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Works Cited:

**All Anchor Standards as well as the HS Proficient Standards on this page are from the National Core Arts Standards, Customized Handbook

Benchmarked Student Work *[Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site]*
(Anchor work to be collected and scored as MCA is piloted)

BIO: Joni Petre-Scholz enjoyed a prolific performing career in New York and abroad as a principal dancer of Dances Patrelle, Manhattan Ballet, Eglevsky Ballet and the Berkshire Ballet. She was a featured performer in classical ballets as well as many contemporary works by choreographers such as Francis Patrelle, Vincente Nebra, Robert North, Billy Wilson Ginger Thatcher and Bess Saylor. Joni was a principal dancer with Dances Patrelle in New York for over a decade originating many roles in world premieres of Patrelle's works. She then became repetiteur for Patrelle's work, staging choreography around the USA. Joni is a former member of the faculty of Ballet Academy East in New York City, and has been on the teaching faculty of the Old Dominion Dance Department and The Governor's School for the Arts (GSA) Norfolk, Virginia since 2005. She has been the Associate Chair of the Dance Department at GSA since 2013. Joni has also been a guest teacher for *Complexions* and *Kibbutz* and *Ailey II* dance companies. Her choreography has been commissioned by Virginia Ballet Theatre, University Dance Theatre of Old Dominion University, The Governor's School for the Arts and at The Regional High School Dance Festival. Joni has been a member of NDEO since 2016.

Advanced Ballet Assignment HS Proficient : Nikiya's Variation from La Bayadere

Task	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Not Meeting Expectations
<p>Task 1: Research the storyline of <i>La Bayadere</i>, using two different sources. One potential source for gathering information is http://www.abt.org/education/archive/ballets/bayadere.html. Included in your written response must be details of the characters of the story, class system and region in which this ballet takes place. Special emphasis on gender roles is important. Please cite your sources.</p>	<p>Student is able to demonstrate and relate through their research the historical context of the ballet Student uses insightful thoughts with regard to the choreographers' intent for the character.</p>	<p>Student submitted complete information about the research topic and its relationship to the ballet. Specified details were included.</p>	<p>Student submitted written work relevant to the topic but was lacking clarity of theme of task.</p>	<p>Student did or did not submit work that was complete with regard to the research topic, or portions of the work were missing or lacked detail.</p>
<p>Task 2: During Advanced Variations class students will be taught the variation of <i>Nikiya's</i> death. You will be given ample opportunities to ask questions about details of the technique and artistic elements, as well as practice the performance of your interpretation of the variation. This is the time to use your written resource as a catalyst for discussion and choice making.</p>	<p>While learning the variation, student demonstrates an awareness of character motivation for steps and thoughts during the choreography.</p>	<p>Student is able to draw on research to participate in asking questions relevant to the character Of Nikiya while learning the variation.</p>	<p>Student ia able to learn the choreography, but does not ask thoughtful questions relevant to research on the topic of the character.</p>	<p>Student has difficulty learning the variation with regard to emotional content and relevant historical research, or displays little interest in the details.</p>
<p>Task 3: Using youtube.com watch at least two different ballerinas performing this variation. Observe technical and artistic similarities and differences. Create a journal entry describing your observations and impressions using proper grammar and sentence structure.</p>	<p>Journal entry is clear and filled with insightful thoughts about artistic impressions with regard to task.</p>	<p>Journal entry is completed with regard to all topics. Student makes some clear assessments</p>	<p>Journal entry is complete with few thoughtful observations.</p>	<p>Journal entry is incomplete.</p>
<p>Task 4: Perform your interpretation of <i>Nikiya's</i> Death for your classmates. Give and receive feedback (with care and respect) on each dancers performance. What choices they made dramatically, musically and artistically. Be prepared to discuss your decision-making process; specifically about what choices you made dramatically, musically and artistically.</p>	<p>Student performs the variation with great artistry and is able to share opinions and thoughts with others in a thoughtful and caring way.</p>	<p>Student performs the variation with competence and participates in classroom discussion.</p>	<p>Student has difficulty performing the variation for peers and has difficulty sharing and receiving opinions.</p>	<p>Student does not perform the variation well, and is disinterested in topical discussion and discourse.</p>

Teacher comments:

Tasks	Work Produced	Suggested Portfolio evidence/documentation	Comments/Concerns/Suggested Scoring Tools	Observed	Not observed
<p>Task 1: Research the storyline of <i>La Bayadere</i>, using two different sources. Included in your written response must be details of the characters of the story, class system and region in which this ballet takes place. Special emphasis on gender roles is important. Please cite your sources.</p>	<p>Research of the story.</p> <p>Research of history with specific regard to time period and geographical place</p> <p>Research of gender roles during historical time and geographical location</p>	<p>Journal entries to be submitted for review, including cited sources.</p> <p>The depth of learning should be evident from the written submission.</p>	<p>A complete investigation is represented. (Through depth of written submission it should be clear that student completed the task, and has a sophisticated understanding for the societal leanings during this historical time period.)</p> <p>The sources were cited correctly.</p> <p>Student demonstrates the ability to relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>		
<p>Task 2: After learning variation of <i>Nikiya</i>’s death during Advanced Variations class, you will practice and perform your interpretation of the variation. Note: opportunities will be provided for you to ask questions about details of the technical and artistic elements. Use your written resource as a catalyst for discussion and choice making. Paramount to the</p>	<p>Ability to learn the steps in the variation during class.</p> <p>Practice rehearsing the variation.</p> <p>Discussion during class demonstrating relationship to research topics in Task 1.</p> <p>Demonstrating the ability to incorporate artistic ideas, and external content to physical movement</p>	<p>During the discussion the teacher will observe and later document which students were able to contribute to the conversation with regard to the research from Task 1.</p> <p>After the discussion, the teacher will use observations to give feedback to the students about their personal artistic choices while practicing the variation.</p> <p>Student will demonstrate the ability</p>	<p>The student has a strong understanding of the research from Task 1.</p> <p>The student displays their ability to learn the steps and nuances presented through demonstration by the teacher</p> <p>The student demonstrates good practices in the rehearsal and aspect of this assignment.</p> <p>The student is willing to take risks in their demonstration.</p> <p>The student is able to discuss with clarity the reason for their individual choices at this point.</p>		

<p>physical experience is the ability to draw on your own written research linking the connection of time and place to character.</p> <p>Students should be able to relate artistic ideas and work with personal meaning and external context</p>	<p>and gesture.</p> <p>Demonstrating the ability to listen and participate to discussion and alter artistic intent of variation if needed.</p>	<p>to incorporate feedback during subsequent rehearsals.</p> <p>The teacher will record the process as the students practice the variation (utilizing & incorporating feedback) during class.</p> <p>Student will view the video of rehearsal. The videos are used as a teaching tool with students to help support the teachers' observations.</p>	<p>The student demonstrates an ability to incorporate feedback from the teacher.</p> <p>When viewing their videos, the student is able to relate what they are feeling (when dancing) to what they are seeing demonstrated by their video recording.</p>		
<p>Task 3: Using youtube.com watch (at least) two different ballerinas performing this variation.</p> <p>Observe technical/artistic similarities/ differences.</p> <p>Create a journal entry describing observations and impressions (using proper grammar and sentence structure.)</p>	<p>Research of other artists working on the same material as the student.</p> <p>Documentation of observations with regard to similarities or differences as they are being presented.</p> <p>Writing a clear analysis of their research process. Students will discuss observations/ insights of research though the journal process, and use this learning process to apply what they have discovered to other learning situations.</p>	<p>Journal entries to be submitted for review.</p> <p>The depth of learning should be evident from the written submission.</p> <p>Observations made in this journal entry should draw clear comparisons from Task 1 and Task 2</p> <p>Relating Task 3 research to Task 1 research as well as the practical application from Task 2.</p>	<p>A complete amount of research is represented.</p> <p>Through clarity of written submission it should be clear that student completed the task, and has an understanding of the relationship of research in Task 1 to the practical application of Task 2.</p> <p>Student demonstrates their ability to draw conclusions to support their observations in research of this task.</p> <p>Student was able to give concrete reasons in support of their artistic preferences.</p> <p>Student demonstrates an ability to analyze material with regard to a choreographers' intent.</p>		

<p>Task 4: Students perform the interpretation of <i>Nikiya's Death</i> for classmates.</p> <p>Give and receive Feedback (with care and respect) on each dancers performance.</p> <p>Student must articulate What choices they made dramatically, musically and artistically.</p> <p>Discuss your decision-making process; specifically about what choices you made dramatically, musically and artistically.</p>	<p>Performance of <i>Nikiya's Variation</i></p> <p>Classroom Discussion</p> <p>Peer and Teacher Feedback for each student performance.</p>	<p>Video created of student presentation of <i>Nikiya's Variation</i>.</p> <p>Teacher will document the discussion & feedback portion of the assignment either through writing or video.</p>	<p>Student demonstrates good practices in the rehearsal and performance aspect.</p> <p>Student demonstrates Proficient Technical skills.</p> <p>Student demonstrates use of energy, dynamics, and musical awareness through syncopation and phrasing.</p> <p>Student demonstrates the ability to interpret an existing work. Calling upon the interpretive or re-creative skills</p> <p>Student demonstrates the ability to develop and refine artistic techniques and work for presentation</p> <p>Student demonstrates the ability to realize and convey artistic ideas and interpret intent and meaning in artistic work</p> <p>Student demonstrates the ability to perceive and analyze and evaluate artistic work.</p>		
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