



HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM):

Applying (Hess' Interpretation of) DOK to Artistic Practices



Artistic Practice	DOK Level 1 Recall & Reproduction Having the knowledge required; do not need to "figure it out"	DOK Level 2 Connect or Apply Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing, & Responding	<ul style="list-style-type: none"> Identify/ describe ways art represents what people see, hear, feel, believe Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music Describe how artists/ dancers might represent... Identify/ describe narrative conventions depicted in the arts 	<ul style="list-style-type: none"> Show relationships between (dance, music, film, etc.) and other arts forms Make observations or compare similarities/ differences: styles, forms, techniques, etc. Explain possible reasons for selecting tools, medium, elements, principles, images, etc. Select a familiar artistic work to perform Explain the artist's central message 	<ul style="list-style-type: none"> Analyze/find evidence of how a combination of elements or principles are used to achieve a desired effect Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. Develop personal response to or interpretation of a work of art 	<ul style="list-style-type: none"> 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) Perform an "old" idea in a new way
Historical, Social, & Cultural Contexts	<ul style="list-style-type: none"> Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. Identify ways symbols and metaphors are used to represent universal ideas Locate symbols that represent... Identify/ describe characteristics and origins of dance/art/music genres 	<ul style="list-style-type: none"> Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/theatre/film Explain or compare how different art forms communicate culture, time period, issues Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/culture Explain/trace the evolution of arts forms across time periods 	<ul style="list-style-type: none"> Analyze how historical/cultural context is applied to develop theme in a performance or product Plan artworks based on historical, social, political, or cultural theme, concept, or representative style Apply problem solving strategies used among the arts, humanities, and sciences to solve visual "problems" 	<ul style="list-style-type: none"> 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/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration, & Production	<ul style="list-style-type: none"> Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) Demonstrate a variety of movements, methods, techniques Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space) 	<ul style="list-style-type: none"> Select/use tools for specific artistic purposes Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. Use/apply choreographic forms to communicate ideas, feelings, concepts Improvise simple rhythmic variations Create examples or models that represent the same topic, concept, idea, etc. 	<ul style="list-style-type: none"> Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme Create/compose for a specific purpose, using appropriate processes, tools, techniques Create narrative art work depicting setting, characters, action, conflict, etc. Research a given style and develop personal interpretation of it 	<ul style="list-style-type: none"> Apply <i>multiple sets of criteria</i> to develop and present a complex /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, Reflection	<ul style="list-style-type: none"> Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation Describe criteria used for executing technical or artistic quality 	<ul style="list-style-type: none"> Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response Critique examples and non-examples of a given technique, style, etc. 	<ul style="list-style-type: none"> 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"> Formulate/ use <i>multiple sets of criteria</i> and evidence to critique a complex /multi-faceted performance or final product Compile and defend exemplars chosen to depict a theme or style