

MAEIA's Integrated Arts Assessments



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THE ARTS AND LANGUAGE ARTS

T. E313 Action Verbs

Students will learn to create actions and scenes using action verbs. First they will perform individually, and then they will perform in small groups. Finally, each group will write a scene and perform it. All these activities will be based on the action verbs given to them.

T. E412 Press Release Creation

Using several resources, high school students create a press release for a production. The resources to be created are a cast list, plot synopsis, list of musical numbers, and director's notes.

T. T303 Analyze Effects of Publicity Materials on Audiences

In this middle school theatre assessment, students select a play and research various media formats to analyze the effects of promotional media on an audience. After selecting a title from a list of plays, students conduct research on the Internet to find examples of electronic promotional media related to the play, including posters, newspaper and magazine articles, reviews, and audience responses. Students analyze the examples they have selected and discuss the effects the promotional materials might have on an audience. In the final portion of the assessment, students respond to prompts and provide a convincing argument regarding their position.

THE ARTS AND MATH

D. E305 Geometric Solid Dances

Middle school students will use improvisation to create dance phrases that demonstrate the full use of space within a geometric solid. Geometric solids include spheres, cones, rectangular prisms, pyramids, cubes, and cylinders.

D. T409 Dancing Geometry

From a list of 25 geometric concepts, high school students select five concepts to incorporate into a dance movement. Students then teach the movement phrase to a partner and perform the work as a duet.

THE ARTS AND SCIENCE

D. T104 Life Cycle of a Butterfly Movement Exploration

Students will create a dance phrase that demonstrates an understanding of the stages in the life cycle of a butterfly. This assessment can be modified or adapted to meet kindergarten and first-grade benchmarks. Students will create shapes with their bodies representing each of the four stages, the transitioning movement between stages, and a dance phrase that incorporates the entire life cycle of a butterfly.

D. E202 Body Systems Improvisation

Students will use improvisation to discover, convey, and solve movement problems within the context of systems of the body—skeletal, muscular, and nervous. It is suggested to collaborate with science teachers before this assessment is administered as an arts-integration activity.

Also see D. E410 Senses and Improvisation

In Senses and Improvisation, high school students use sensory impressions to create a movement phrase combining at least three ideas generated from an improvisation exploration on the topic of extreme weather

Also see M. T416 Music Genome Project

In the Music Genome Project, high school students choose a genre of music outside of their typical listening pleasure and explore the nuances and conventions of that genre through listening and explanations on worksheets. The project is based on Pandora's "Music Genome Project" and explores how streaming music services classify pieces of music and provide suggestions based on exhibited preferences. The final project will be an audio or video recording of the student's final written genre presentation. [Consider teaming with a science teacher to explore scientific understanding of the human genome.]

V.T 107 Recording a New Animal

Second-grade, visual arts students imagine that they have discovered a new animal and that they need to record as much information as they can about this new animal, using lists and drawings. Students sketch their ideas for the new animal, keeping in mind the animal's basic requirements for maintaining life, which are typically covered in second-grade life science. Students also create a list of their animals' observable traits and characteristics of the animals' habitats. To complete this assessment, students will draw their new animals within the animals' natural habitats.

V. T234 From Food Pyramid to Still Life

In this integrated visual arts assessment, fifth-grade students use their knowledge of visual art principles and life science to create still life drawings of food featuring items from each of the six food groups represented in the U.S. Department of Agriculture's Food Pyramid, or the USDA "My Plate" graphic.

V. T417 Create and Fly a Kite

In this visual arts assessment, high school students create small-scale, artful kites based on sound scientific principles. Not only should the kite be creative in design, it should also fly. The purpose of this project is to assess students' ability to recognize the role of art across the academic curriculum. The project integrates art and science (physics).

THE ARTS AND TECHNOLOGY

D. E415 Critical Analysis of Media Dance

Media-dance, or *dance for the camera*, is work that is created directly for the camera. A movement founded by pioneering filmmaker and video artist, Charles Atlas *media-dance* brings together dance, performance, and media as a new art form. In this MAEIA assessment, high school students will observe two samples of media dance that span from the emergence of this genre to current day. In a written response, students will compare this process of dance making to those used in other genres of dance and/or dance presentations.

M. T332 Electronic Composition Project

Middle school students will create a composition as directed by the teacher in GarageBand (Mac), Mixcraft (PC), Soundation (cloud-based for both platforms), or similar composition software. Then, students will use teacher-provided (sixth grade), collaboratively developed (seventh grade), or student-developed (eighth grade) criteria to refine their compositions and determine when compositions are ready for public performance and teacher assessment.

M. T420 Group Soundtrack

High School students will collaboratively compose and perform an ostinato-based piece to accompany a selected video clip. All students will watch a selected "wordless" video clip (i.e., a clip with the

soundtrack muted). Students will form groups composed of three to five musicians and compose an ostinato-based musical soundtrack between one minute and thirty seconds and two minutes thirty seconds in length that is meant to accompany the video clip. At the completion of the project, the groups will each perform their composition as an accompaniment to the video clip (with the original audio muted).

T. T411 Sound Design: The Crucible

Using the play, *The Crucible* by Arthur Miller, high school students create a sound design to interpret and support the environment and mood of the play. Students complete a sound design worksheet that includes a minimum of eight sound cues, along with a reflection essay.

T. T419 Lighting Design

After reading William Shakespeare's *A Midsummer Night's Dream*, high school students will research and analyze the play and create a lighting design. Students will create a research resource and reference collection, a lighting cue description, a lighting plot, and a written design statement. Students will also prepare and present a justification of design concepts and choices in a five- to ten-minute oral presentation that will be recorded.

THE ARTS AND MULTI-DISCIPLINARY INSTRUCTION AND ASSESSMENT

M.E206 Compare/Contrast across Disciplines

Students will identify ways in which the concepts from other content areas, such as visual arts, language arts, mathematics, science, and social studies, are related to music. Students will then produce a written comparison/contrast response on a chart provided in the StudentBooklet.

M.T333 Musical Theatre: Combining Music, Drama, and Dance

In this task, middle school students explore the same story through two musical theatre versions: *The Wizard of Oz* and *The Wiz*. In Part 1, the teacher provides contextual information that will be helpful for Part 2 and models the note-taking process that the students will use in Part 2.

In Part 2, students focus on different musical, theatrical, and dance elements in one number from each musical and brainstorm some main ideas for the reflection they will write in Part 3. Students should be able to describe, using accurate terminology, how music, acting, and dance are used individually and in combination to portray the drama in the scene.

M. T417 Visual Arts Comparison

In this Music assessment, high school students choose two pieces of visual art from a set of famous/iconic pieces (representative of different eras/genres). For each of the two visual art pieces, students then choose a piece of music from the same era/genre and write a short essay about the similarities between the artworks and the musical pieces

M. E421 Making Connections

High school students will compare and contrast the representations of peacefulness in Impression, Sunrise by Claude Monet and "Venus" from The Planets by Gustav Holst. Students will listen to the musical excerpt, study the painting, take preliminary and refined notes comparing and contrasting the two pieces, and write an analysis and summary of their findings.

T. T412 Creating a Visual Response to a Script

This high school theatre assessment incorporates visual art and design into a project in which students create a lobby display for a play of their choice by selecting and reading a play and analyzing and interpreting the script to develop a design concept around a central theme. Finished projects include a written description, a drawing or three-dimensional model of the design concept, and a response that explains their analysis and justifies their design concept.

V. E101 Expressing Music through Art

Kindergarten students listen to different instrumental musical selections and use a variety of art techniques to make different kinds of marks that express the feelings or movements suggested by the music that they heard.

V. T312 Cross-Curricular Connections

In this visual arts assessment, middle school students create one artwork using the two-dimensional media of their choice over the course of five days. Each day, students track and record how the artwork connects with another subject and the skills or processes they used while creating their artwork. Principles of other disciplines taught in school are identified based on a chart of skills/processes from Bloom's Taxonomy. Disciplines used include mathematics, history, geography, English language arts, and science.

The entire catalogue of MAEIA Model Arts Assessments, including the sample of integrated assessments described here, can be found on the maeia-artsednetwork.org website.

maeia-artsednetwork.org/model-assessments