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DCE 646 Worksheets

Bloom's Revised Taxonomy

Please fill in the blank areas that support your curricula stated in the 6-session grid. Fill in every section.

You may or may not end up using all the wonderful activities you brainstorm for your curricula.

		The Knowledge Dimension			
		Factual (The basic elements a student must know to be acquainted with a discipline or solve problems in it.)	Conceptual (The interrelationships among the basic elements within a larger structure that enable them to function together.)	Procedural (How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods.)	Metacognitive (Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.)
Cognitive Process Dimension	Create (Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.)	Generate a log of daily activities.	Assemble a team of experts.	Design an efficient project workflow.	Create a learning portfolio.
	*Create movement sequences that reflect upon connections to others	Generate a list of movement words and begin to embody a connection to others. Come up with at least 3 movements for each value.	In a group, assemble thoughts on the different movements through a graphic organizer of how their actions and words can affect others and the world.	Consider what an appropriate rubric might look like and design it together with the task in mind.	Create a group dance based on the shared values, associated buzzwords, community nucleus or source of inspiration of the group.
	Evaluate (Make judgments based on criteria or standards.)	Check for consistency among sources.	Determine relevance of results.	Judge efficiency of sampling techniques.	Reflect on one's progress.
	*Evaluate a solo/duet based on values (of others, or yourself)	Defend (to a partner, or the class) the movements for the values you chose for your choreography. How can you manipulate them more? Use this feedback from peers to improve work.	Demonstrate and teach the choreography to a partner, who will present your final work. Make adjustments based on their physicality.	Using the Critical Response method learning in class, give feedback to your peers, *if it is welcomed.	Write a reflection paper regarding your journey through the process of creating this work (your solo experience, your creative experience and the progress of your partner).
	Analyze (Break material into constituent parts and determine how parts relate to one	Select the most complete list of activities.	Differentiate high and low culture.	Integrate compliance with regulations.	Deconstruct one's biases.

	another and to an overall structure or purpose.)				
	* Analyze the compositional aspects of a partner's work	Identify the options for technical/compositional aspects that you found least appealing. (Why?)	Students will temporarily abandon the music and begin to create movements for each value word/buzzword, reiterating the important base of the work. (Helping to show theme and variation).	Integrate your knowledge of the elements of dance help to interpret the theme of the work.	Take the choreography and use the 3-6 base values/buzzwords to create a 'thesis statement' which can reoccur throughout the dance. (reiterating theme and variation).
	Apply (Carry out or use a procedure in a given situation.)	Respond to frequently asked questions	Provide advice to novices.	Carry out pH tests of water samples.	Use techniques that match one's strengths.
	Apply your understanding of how creating and viewing dance can benefit individuals, groups and communities.	Use a literary source/photograph/visual art/media source as the foundation of your choreography. Respond to its content, draw it's values and apply your dance prowess to the choreography.	Provide tangible ideas and opportunities to express how beneficial creating and viewing dance can be on personal, school and community levels	Decide on a community group, or service group that might benefit from sharing of your art. Devise a plan of action for to connect in the community.	Use your experience in the community and within the classroom to confirm skills, traits and values that will benefit you in the future and things you might want to improve upon.
	Understand (Construct meaning from instructional messages, including oral, written and graphic communication.)	Summarize features of a new product.	Classify adhesives by toxicity.	Clarify assembly instructions.	Predict one's response to culture shock.
	* Voicing values	Summarize the article/image/song/lyrics, that you chose which expresses connection with others on a personal, community and/or world level.	Classify how the image speaks to you on a personal level, how it speaks to the community and finally how it translates to the world.	Clarify with partners/peers and discuss whether their choices coincided with yours. Further clarify the base values/themes/theses involved in the article/image/song/lyrics. Continue to classify personal, community and world views to see how it all fits.	Predict how the artist might respond to the vocalist, lyrics, images or melody in your chosen article, song, image by mimicking the vocals/sounds/lyrics/images with your body.
	Remember (Retrieve relevant knowledge from long-term memory.)	List primary and secondary colors.	Recognize symptoms of exhaustion.	Recall how to perform CPR.	Identify strategies for retaining information.

	<p>*</p> <p>Identify what moral values you hold most significant at this time.</p>	<p>Choose a person in your life that you admire and list their qualities.</p>	<p>Recognize what this person taught you in terms of your values.</p>	<p>Recall their habits, movements and mannerisms.</p>	<p>Identify your top three values (end of session2).</p>
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DCE 646 Bloom's Taxonomy and Question Stems Worksheet

Brainstorm and describe blooms focused activities for each classification of thinking and then write 3-5 questions for each activity.

****Look at the Blooms and question stems ex sheet to assist you. **You may or may not use all activities you have brainstormed for your curricula in this worksheet.**

Classification of thinking describe an activity which could fit the scope of your curricula

Identify multiple questions to support each blooms classification.

Remembering Activity

Questions for Remembering

* Identify what moral values you hold most significant at this time.

- How do you know you are making a moral decision?
- Where/who did you learn this from?
- How do your character traits reflect people you look up to/heroes/teachers?
- Who do you think will learn from you?
- Are you proud of what you are teaching others?

Understanding Activity

Questions for Understanding

* Voicing your values

- Defend your choice of article, video or photo and how it relates to you, others and the world.
- How will your group decide on what you will choose? What major theme/connecting thread binds you?
- Explain why your group chose this topic and defend how it relates to each member.
- Compose a strong topic sentence, and quote to convey theme.
- Describe what audience the dance would be most impactful/suitable for. (Who's life will benefit/change because of your work?).

Applying Activity

Questions for Applying

* Analyze the compositional aspects of a partner's work

- Devise options for technical/compositional aspects that you found least appealing? Why?
- Describe how the barrier/rule/prop was used in the group work.
- How do the elements' relationship and space help to interpret the theme of your work?
- What do you hope your intended audience will gain for your work?
- How/will your understanding of chain reactions impact how you structure your plan to approach a group?
- How can being too close to the work mask/elevate its value?

<i>Analyzing Activity</i>	Questions for Analyzing
* Apply your understanding of how creating and viewing dance can benefit individuals, groups and communities.	<ul style="list-style-type: none"> • How does the literary source/photograph/visual art/media source (as the foundation of your choreography) reflect your values? (from Session 2's Nature/tree activity) • Describe your experience taking content and creating dance. How did it help you to connect to others? (micro and macro). • Brainstorm 3 community groups or service groups that might benefit from sharing your art. Explain why. • Describe a specific act of kindness and how it can make a difference three fold: on a personal level, in the community and nationally/internationally. • Do you think creating and viewing art can benefit others? Explain why or why not.
<i>Evaluating Activity</i>	Questions for Evaluating
*Evaluate a solo/duet based on values (of others, or yourself)	<ul style="list-style-type: none"> • Summarize how dance (specifically the study of 'relationships and space' can have a positive effect on a change for a compassionate community. • Discuss how your values have translated/morphed through the unit? (hero, nature, image/article, community). Are they still connected? Explain how or how they have shifted.
Creating Activity	Questions for Creating
* Create movement sequences that reflects upon connections to others	<ul style="list-style-type: none"> • How have you been a catalyst for social change through your experience in dance class? • What other opportunities might you want to pursue? • Do you think you have captured someone's attention or sparked new interest in a community club/organization or arena? Explain

DCE 646 GOALS AND OBJECTIVES WORKSHEET

Describe goals, objectives and assessment for your curricula. You may or may not use all activities you have brainstormed for your curricula in this worksheet. ***Helpful videos have been posted to BB to assist the differentiation of content.

<p>Identify at the <u>goals</u> for your curricula.</p> <ul style="list-style-type: none"> • General statements of desired learning • Describe summative outcomes of what students should know and be able to do 	<ul style="list-style-type: none"> • How kindness can be apparent in our classrooms, in our work, and in ourselves through everything we do (How to be a kind, connected dancer and person) • How the elements of dance (relationship and space) can translate from the dance classroom to our real life • How mindful composition can connect teamwork and community building
<p>Identify at least 5-6 <u>learning objectives</u> for your curricula</p> <ul style="list-style-type: none"> • Specific statements of what students should know and be able to do and understand by the end of the lesson. • Student centered • Statements of the specific learning targets • Describe outcomes not activities • Guides lesson planning • Specific measurable attainable, relevant and results oriented and time bound 	<p>The students will</p> <ul style="list-style-type: none"> • Reflect on the power of one and the effects of dance in the community/world • Explain and reflect on compositional aspects of elements of dance • Summarize, deconstruct and express the content and opinion of an article or art work through movement • Identify & discuss compositional choices within their own (and peer) choreography. • Create movement sequences that reflects upon connections to others and the world • Reflect on self-knowledge, personal values and surrounding influences affect our lives, our spirit and our artistry.
<p>Identify 3 ways you will know if the curricula was successful</p>	<ul style="list-style-type: none"> • Students will come away with meaningful questions about their experience • Students will have a detailed action plan of what they can and would like to continue to do in the community. • Students consider reaching out or continue getting involved outside of the school/class hours.
<p>Identify 3 ways you will know your instruction was successful</p>	<ul style="list-style-type: none"> • Students will be able to analyze compositional aspects of the work • Students will be able to tactfully give feedback to others in a way that reflects their self-reflection and values work (speak to others as they would like to be spoken to) • Students have truly thought about their values system, made (minor) changes in their lives (personal, social, community) and genuinely see the value of helping others through their art.
<p>Identify 3-5 specific reflective practice activities within your curricula</p>	<ol style="list-style-type: none"> 1. Session One - Reflect in their journal about a personal hero; who they have chosen and why. Choose 5 things they taught you. Think about how they taught you those lessons. Discuss with a partner. 2. Session Two - Ask students to create a hierarchy of their most important personal values. (Tree trunk, branches, leaves). 3. Session Three - In a group, reflect on the different pieces through a graphic organizer of how their actions and words can affect others and the world.

	<p>4. Session Five - Discuss how the teacher imposed changes affected your work. Feelings? How does it translate to when someone imposes something socially? At work? In your family?</p> <p>5. Session Six - Consider why you chose the article/song/image/artwork and why it spoke to you. What values does it reflect in you?</p> <p>You can see that reflective practice (mostly self-reflection) is important to this curriculum.</p>
<p>Identify specific service activity within your curricula</p>	<p>Session Seven – Students begin to think about who their choreography might be intended for. Begin to reach out to different service/community organizations to see if fundraising, performance or workshops can be arranged.</p> <p>Community connections considered throughout. (How can we reach others through our art? However, it isn't until session 7 that we begin to tangibly think about what organizations might suit the connection.)</p>
<p>Identify specific issue based activity within your curricula</p>	<p>Depending on what students identify with or chose for their values, images and progression of self understanding, issues based connections can intertwine with service. How we can reach others through art? Still applies.</p>