



Certificate of Initial Mastery Task Booklet  
2006-2007 School Year

Teachers' Guide

**Bushasche Etude**  
**Modified Extended Performance Task**  
**Revised 8-03-07**

**Central Falls**  
**Johnston**  
**Middletown**

**Coventry**  
**Lincoln**  
**Pawtucket**

**West Warwick**

## Directions for Giving This Task

### Before you give this Task:

**Study the Standards & GSEs the task requires.** In order to adequately prepare your students for this task, study the standards & Grade Span Equivalents in Section 1. These are the proficiencies your students will need to demonstrate if they are going to meet standard on the task. In Section 1 you will find:

- Rhode Island Applied Learning Standards, which show the ways in which students will be required to apply their learning in the task,
- Discipline specific standards: NDEO Standards for Learning and Teaching Dance in the Arts, and
- Grade Span Expectations in math, ELA, or science.

The GSEs that are specifically scored in the task are displayed in italics in Section 1. Other GSEs & standards help orient you to the broader proficiencies students need to do well on the task.

**Read the Teacher Directions.** The teacher directions give you tips for how to prepare your students for this task. Read them thoroughly before you start to instruct students, NOT just before you plan to give the task.

**Review the Rubric that will be used to score the task with the Students.** This full form can help you understand in more detail what students need to know and be able to do on this task. The Task Criteria page shows only that part of the rubric that describes how students meet standard. The document is designed to be used as the basis of a classroom discussion of these criteria, with space provided for students to take notes to assist them to meet standard for each criteria.

**Review the Task Conditions & Administrative Directions.** You are responsible for administering this task carefully and fairly. Your role is to create conditions in which students can do their best work, not to help them “pass” this task by giving them preparation specific to the prompt.

Accommodations should be made to the administration of this task for students who legitimately need them. There are sections to help you specify accommodations in task administration and modifications in how it is scored, should this be necessary.

### As you give this Task:

This task requires 2-8 weeks, and will probably take a minimum of five 1-hour sessions to work with the resource materials, then learn and polish the entire dance. At the end of each session, you must COLLECT ALL MATERIALS before students leave the classroom.

## Section 1. The Standards and Grade Span Expectations Assessed by this Task

Italicized GSEs are explicitly scored in this task. Other standards & indicators are listed to inform the learning and teaching process. The Depth of Knowledge display (DOK) shows which Webb level of knowledge the task is designed to assess.

### Rhode Island Applied Learning Standards (DOK 3)

**Critical Thinking**, in which the student detects incompleteness, inconsistency, and opportunities for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

- Troubleshoot problems
- Analyze the requirements of a role, responsibility or other type of challenge and use that understanding to shape his or her behavior, activity, and learning

**Problem Solving**, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, conduct a process, or otherwise move towards the solution of an identified issue or problem.

In relation to applying and extending content knowledge, the student can:

- Adjust strategies, plans, and implementation as needed to incorporate new understanding or requirements

In relation to his/her self, the student can:

- Use what he or she learns from various sources of information (written, conversational, observation, etc.) to identify ways to improve his or her performing abilities

### Research

Interpret the meaning and relevance of information in relation to a particular purpose, project or activity.

**Communication**, in which the student questions, informs, and learns from others.

In relation to applying and extending content knowledge, the student can:

- Exercise good judgment about the level of detail necessary to communicate an idea or a set of ideas
- Deliver a presentation of work on a problem (approaching the problem, proposing a solution, implementing a solution, or presenting a solved problem) that is coherent in its entirety

### If appropriate:

**Reflection**, in which the student reviews past activity and thinks critically about past activities and plans for the future; and

**Evaluation**, in which the student thinks critically about a completed activity or project and uses insights based on the review to change planned activities.

- Critique his/her work in light of expectations established by his/'herself.
- Reflect on the meaning of completed work and identifies opportunities for further progress based on past accomplishments

# The Standards and Grade Span Expectations Assessed by this Task (contd.)

## Standards and Indicators

## Grade Span Expectations

**National Dance Education Organization: Standards for Learning and Teaching Dance in the Arts**

**I. Performing**

**Students will: Identify, define, select, learn, focus, relate, coordinate, repeat, understand, synthesize, rehearse, demonstrate, refine, perform, and present.**

c. Body Skills

(1) Balance: Demonstrate an ability to maintain balance while executing movements that are vertical, off-vertical, or that use a reduced base of support.

(2) Strength: Demonstrate strength in the feet, legs, abdomen, back, shoulders, and arms in the artistic performance of dance.

(3) Range of Motion: Demonstrate flexibility of the torso, spine, legs and shoulders that permits a wide range of motion in the artistic performance of dance.

(4) Coordination: Demonstrate agility and coordination in performing dance movement that orchestrates simultaneous, sequential, and a variety of movement patterns.

**2. Movement skills**

d. Technical skills:

(1) Articulation of movement: demonstrate ability to move with clear intent, purpose, and expression.

(2) Styles and Genres: Demonstrate a variety of styles or genres of dance using dance movements and movement vocabulary of each.

e. Sequencing: Learn and perform a short (approximately three-minute) dance and repeat it accurately from memory.

**4. Performing values**

a. focus and awareness

(1) Maintain dynamic energy while moving or holding a fixed position

(3) Dance with physical and kinesthetic awareness and artistic expression

**RI Dance Proficiencies**

P-1 Shows kinesthetic awareness and movement skills

P-2 Demonstrates rhythmic acuity

P-3 Demonstrates dynamic range, clarity of intent, & artistic expression

P-4 Performs dance of two different genres or styles with fluency

**Reflective Essay**

W – 10—14 In reflective writing, students explore and share thoughts, observations, and impressions by...

W—10—14.1 engaging the reader by establishing a context (purpose)

W—10—14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection

W—10—14.3 Using an organizational structure that allows for a progression of ideas to develop

W—10—14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus

W—10—14.5 Providing closure – leaving the reader with something to think about

**Writing Conventions**

W—10-9 In independent writing, students demonstrate command of appropriate English conventions by...

W—10—9.1 Applying rules of standard English usage to correct grammatical errors

W—10-9.2 Applying capitalization rules

W—10—9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning

W—10—9.5 Applying conventional and word derivative spelling patterns/rules

**OR**

**Oral Communication**

OC – 10-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose

OC – 10-2.2 Maintaining a consistent focus

OC – 10-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion

OC - 10-2.5 Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively

## Section 2. Teacher Directions

Read these directions carefully BEFORE you begin to prepare students for this task.

### General Planning

This task may take 2-8 weeks (suggested time)

This task contains a resource packet created by the American Dance Legacy Institute.

Students will read resource information; background information #1, 2, 3

Teachers and students complete the improvisation activities and resource guide.

Students will view the beginning of the videotape for primary source information on Pearl Primus

Make sure to view coaching sessions at the end of each teaching section.

Studies will perform and be recorded in a separate class period.

This task lends itself well to reflective journaling and a more formal reflection (oral/written). See required body of work for performance category.

Final performance is recorded for proficiency documentation.

Audio visual materials and equipment must be reserved prior to final performance.

### Prior to Beginning This Task

Students must exhibit:

- strength and stamina

and the following specific technical skills:

- elevation (jumps)
- turns/tours
- awareness of spatial relationships with other dancers
- clarity of shape in the body
- dancing and coordination with the drum rhythms
- understanding of floor patterns and staging

### Videotaping directions: (VHS or DVD and please do not include student names):

- Student being evaluated needs to be fully visible in 75% of performance and easily identifiable.
- Clothing/costume is either appropriate to the dance or is proper dance attire.
- Written direction is included as to how the performer is to be identified.

Teacher/coach is responsible for ensuring that evaluators can identify the performer.

### Section 3. Learning and Teaching Guide for

**Instructions to students and teachers:** This rubric explains what students can do to develop proficiencies meeting different expectations assessed by a task. It also shows what teachers can do to help students strengthen those proficiencies. Students whose performance did not meet standard on a task should schedule time to work on those proficiencies. Teachers should make sure students understand what they need to learn and use the instructional techniques most likely to help students develop those proficiencies.

Expectations	Meets standard	What student needs to do to become proficient	What teachers need to do to help students become proficient
Shows kinesthetic awareness and movement skills (P1)	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre. (P1)	Routinely engages in physical activities that address strength, flexibility, agility, and coordination. Practices technical skills on their own, outside of scheduled classes.	Through a combination of whole class, group, pair, and individual instruction, the following instructional activities could be implemented.  Include physical activities that address student needs. Teach technical skills and instruct students in how to practice these skills.
Demonstrates rhythmic acuity (P2)	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Needs to listen to the Bushasche score.  Practices specific movement to the music.	Teach, watch, and critique student movement for rhythmic accuracy.
Demonstrates dynamic range & artistic expression (P3)	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)	Practices specific movements with clarity of intent and the appropriate qualities and phrasing; perform movement fully and completely	Teach, watch, and critique student movement for clarity of intent and the appropriate qualities and phrasing.
Performs dance with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian) (P4)	Performs dance with a moderate level of stylistic fluency including: (P4) <ul style="list-style-type: none"> <li>• grounded quality of movement</li> <li>• coordination of arms and legs</li> <li>• strength in torso</li> <li>• direct relationship of dance to music</li> <li>• spatial awareness of floor patterns</li> </ul>	Practices and improves upon the stylistic fluency of the performance of the dance including: <ul style="list-style-type: none"> <li>• grounded quality of movement</li> <li>• coordination of arms and legs</li> <li>• strength in torso</li> <li>• direct relationship of dance to music</li> <li>• spatial awareness of floor patterns</li> </ul> Incorporates the teacher/coach critiques in order to improve performance.	Teacher watches and critiques student's stylistic fluency including: <ul style="list-style-type: none"> <li>• grounded quality of movement</li> <li>• coordination of arms and legs</li> <li>• strength in torso</li> <li>• direct relationship of dance to music</li> <li>• spatial awareness of floor patterns</li> </ul>

## Section 4. Task Criteria

This list of criteria describes what students need to do in order to meet standard on this task. You should discuss the **Meets Standard** column and be sure your students understand what it says before you begin this task. In order to meet standard on this task, you need to meet standard for every expectation that has an asterisk.

Have your students use the right hand column to make notes, write hints to themselves, and record anything that seems important to them that they don't want to forget.

Expectations	Meets Standard 3	Student Notes:
<b>(P1) Shows kinesthetic awareness and movement skills --</b>	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre. (P1)	
<b>(P2) Demonstrates rhythmic acuity –</b>	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement & concept (P3)	
<b>(P4) Performs dance with stylistic fluency (i.e. ballet, modern, African, ballroom, jazz, hip-hop, tap, Southeast Asian)</b>	Performs dance with a moderate level of stylistic fluency including: (P4) <ul style="list-style-type: none"> <li>• grounded quality of movement</li> <li>• coordination of arms and legs</li> <li>• strength in torso</li> <li>• direct relationship of dance to music</li> <li>• spatial awareness of floor patterns</li> </ul>	

## Section 5. Task Conditions

This section tells you what students may, and may not do as they work on the task.

**To complete this task**, students: follow the directions given in the Resource Guide and on the videotape. Plan to take at least 5 one-hour sessions to read the resource materials, do the suggested exercises, and learn and polish the dance.

## Section 6. Accommodations to Meet Individual Learning Needs

Fill this section in for any student who takes the task with accommodated conditions.

**To the teacher:** describe any accommodations required by the student's IEP, 504 Plan, or in relation to his/her entering/beginning status as an English Language Learner, that you made in the way this task was administered:

Presentation/format: \_\_\_\_\_

Timing/scheduling: \_\_\_\_\_

Mode of response: \_\_\_\_\_

Environment/setting: \_\_\_\_\_

## Scoring Modifications

If any student needs to have the task scored in modified way, indicate that on the box on the task cover.

Students with individual learning needs may require a **modification(s) in the way this task is scored**. (For example, a student with dyslexia might not be scored on the spelling component of the rubric.) These individual leaning needs should be described in the student's IEP, 504 Plan, PLP, or in relation to the student's entering/beginning status on the ACCESS Test for English Language Learners. If the way this task is scored should be modified, be sure to describe this modification in the box on the cover of the task.



## Section 7. Task Prompt

Read and discuss the resource materials provided by the American Dance Legacy Institute. Then learn and perform the piece Bushasche as shown in the video.

In demonstrating a proficient level of stylistic fluency in African-based movement, pay special attention to and include the following elements in your performance:

- grounded quality of movement
- coordination of arms and legs
- strength in torso
- direct relationship of dance to music
- spatial awareness of floor patterns
- rhythm/dynamics

After performing Bushasche, prepare an oral or written reflection about the process of learning and preparing for your performance. Also comment on what you learned.

**Glossary:**

Floor patterns: clear pathways created by the dancer's footsteps

Grounded : lower center of gravity, knees mostly bent

Tour: turn, sometimes done in the air

Elevation: jumps, leaps

**Remember:** Be sure to address all parts of the prompt.

---

---

---

---

---

---

---

---

---

---

**Scorer 1**

**Section 8. TASK RUBRIC:**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives “Below standard” on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept.	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency including: <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>	Performs with a moderate level of stylistic fluency including: (P4) <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>	Performs with a low level of stylistic fluency in: <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music; and/or</li> <li>spatial awareness of floor patterns</li> </ul>

Comments \_\_\_\_\_

Score \_\_\_\_\_ Scorer’s Initials \_\_\_\_\_

**Scorer 2**

**Section 8. TASK RUBRIC:**

This rubric explains the elements of the prompt and standards that should be included in the work. A student cannot meet standard on this task if he/she receives “Below standard” on any expectation.

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
<b>(P1) Shows kinesthetic awareness and movement skills</b>	Demonstrates a high level of consistency and reliability in performing technical skills that require a great deal of strength, flexibility, agility, and coordination.  Performs dance sequence without intrusive errors.	Often demonstrates strength, flexibility, agility, and coordination as appropriate to the genre.  Performs dance sequence without intrusive errors. (P1)	Demonstrates some strength, flexibility, agility, and coordination.  Performs dance sequence with some intrusive errors.
<b>(P2) Demonstrates rhythmic acuity</b>	Demonstrates the complexity of the rhythms throughout the whole body, as required by the dance.	Performs rhythmic patterns accurately and maintains the appropriate tempo. (P2)	Performs rhythmic patterns and maintains a tempo somewhat accurately.
<b>(P3) Demonstrates dynamic range &amp; artistic expression</b>	Presents movement with a clear and strong intention of the body in space, time, weight, and flow; has a heightened sense of personal phrasing clearly presenting high and low points; fully demonstrates commitment to movement and concept	Often presents movement with clarity of intent; uses varied qualities and phrasing; often demonstrates commitment to movement and concept (P3)	Presents movement with some clarity of intent; uses few varied qualities and phrasing; sometimes demonstrates commitment to movement and concept
<b>(P4) Performs dance with stylistic fluency</b>	Performs dance with a high level of stylistic fluency including: <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>	Performs with a moderate level of stylistic fluency including: (P4) <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music</li> <li>spatial awareness of floor patterns</li> </ul>	Performs with a low level of stylistic fluency in: <ul style="list-style-type: none"> <li>grounded quality of movement</li> <li>coordination of arms and legs</li> <li>strength in torso</li> <li>direct relationship of dance to music; and/or</li> <li>spatial awareness of floor patterns</li> </ul>

Comments \_\_\_\_\_

Score \_\_\_\_\_ Scorer’s Initials \_\_\_\_\_

**RUBRIC FOR WRITTEN OR ORAL REFLECTION**

**\*A student cannot meet standard on this task if he/she receives “Below standard” on these expectations.**

Expectations	Exceeds standard 3	Meets standard 2	Below standard 1
*Establishes a context	Skillfully identifies the context that addresses the prompt and develops a personally meaningful introduction.	Clearly identifies the context that addresses the prompt W-10-14.1 (or) OC-10-2.1	Attempts to identify the context that addresses the prompt; however, the attempt causes confusion.
*Interprets and analyzes	Skillfully interprets and analyzes the significance of the experience.	Interprets and analyzes the significance of the experience. W-10-14.2 (or) OC-10-2.3	Does not convey the significance of the experience or the significance is unclear.
Uses a range of strategies	Selects and uses a wide range of strategies to communicate ideas effectively.  Thoroughly maintains focus.	Accurately selects and uses a range of strategies to communicate ideas effectively.  Maintains focus W-10-14.4 (or) OC-10-2.2, 2-5	Selects and/or uses strategies that are weak and/or ineffective.  Does not maintain focus.
Creates an organizing structure	Exhibits logical organization and selects sophisticated language specific to audience, context, or purpose.	Exhibits logical organization and language use, appropriate to audience, context, or purpose. W-10-14.3 (or) OC 10-2.1	Does not exhibit logical organization. Language use is inappropriate to audience, context, or purpose.
Demonstrates understanding of English language conventions	Demonstrates consistent control of English language conventions.	Demonstrates control of English language conventions.  Errors do not interfere with meaning. W-10-9 (or) OC-10-2.1	Demonstrates some control of English language conventions.  Frequent errors interfere with meaning.

Comments \_\_\_\_\_

Score \_\_\_\_\_ Scorer’s Initials \_\_\_\_\_