

Deerfield Beach High School
I.B. Theory of Knowledge
Application Assessment #5-1
The Arts as an Area of Knowledge

DIRECTIONS

CONTEXT: In this unit, we have discussed the arts' contributions to our knowledge and understanding of life's experiences. We have sought to define and evaluate them, to make sense of their intent and purpose, and to examine their influence on their audiences. Additionally, we have re-explored the concept of truth in the artistic context. This task requires you to consider what you learned in these discussions and apply these ideas in evaluating artwork of your choosing.

PREPARATION: You will need to choose one of the central themes in the task and find one piece of artwork that fits within the theme you have chosen. This artwork can be chosen from any of the disciplines within the arts (visual/3-D arts, graphic arts, music, performing arts, literature, etc.), as long as the piece can be discussed within the context of the theme you have chosen.

TASK: Read carefully the following set of instructions and consider the concepts we've discussed in class. Organizing your writing according to the 3 categories for discussion, write a well-argued and supported rationale in essay format that explains how your choice of artwork expresses your chosen theme. A well-scoring essay should include evidence of a personal connection, demonstrated understanding of key concepts, careful consideration of the explicit and implicit aspects of this task, and clear evidence and/or research to support your claims. Please refer to the learning scale for this assignment.

First choose from ONE of these three **central themes**:

- (1) **Personal Conflict** – Issues of a personal nature and the challenges of life experiences, especially when these experiences represent obstacles to overcome.
- (2) **Human Nature** – Issues that reveal a fundamental and innate aspect of humanity.
- (3) **Social Awareness** – Issues of conflict in communities and societies domestic and abroad.

Then choose one artistic work that, to you, embodies your understanding of the chosen theme. Provide a rationale in essay format for your choice that addresses all three of these categories, **dividing the essay into these sections**:

- 1) **Theme:** What you believe the theme to be and, considering the nature of the arts, why you think it is a suitable theme for any artistic work and not just for the one piece you have chosen.
- 2) **Context & Intent:** What the context for your artistic work is; how you came to know this artistic work and, if it can be known, under what circumstances it was created. This section may require research.
- 3) **Effect on Audience:** Why you've chosen this artistic work to represent the chosen theme and how its message aligns with your chosen theme. Consider how you and others have reacted to or have been influenced by this work.

FORMAT: Your rationale essay must be typed into the body of an email sent to Mr. Collazo. The subject title must be **YourLastName-Period__ - AA#5-1** (so if it were my assignment: *Collazo-Period1-AA#5-1*).

Your rationale essay must be accompanied with either a web hyperlink or an attachment through which Mr. Collazo may view/listen/experience the artistic piece. As there may be some exceptions to this requirement (i.e. novels), any concerns about this should be discussed with the teacher before submission of this assignment. The rationale essay must be **at least 500 words** in length.

Failure to comply with these formatting specifications and requirements will result in an immediate 2-point deduction before scoring commences.

DEADLINE: **Submit by 11:59pm on 5/6/2019 (M), sent to dbhssensei@gmail.com**

Failure to meet this deadline will result in a 4-point deduction for each day it is late, beginning at 12:00am on 5/7/2019 (T).

Assessment Application #5-1: Learning Scale for Task

<p><u>Standard:</u> LAFS.1112.L.3.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><i>Based on Depth of Knowledge (DOK) Levels</i></p>	
<p>DOK Level 4</p> <p>Score: 19-20</p>	<p>In addition to Score 3, in-depth inferences and applications that go beyond instruction are demonstrated by the student in a well-developed, critical response.</p> <p>The student's response includes evidence of a personal connection and identifies key knowledge questions in which the student describes and applies ideas/concepts within the context and therefore demonstrates mastery.</p>
<p>DOK *Level 3*</p> <p>Score: 17-18</p>	<p>In addition to Score 2, the student identifies and applies specific terminology noted at Score 2.</p> <p>The student research clearly addresses the category tasks and he/she responds to the questions in the task with a well-argued and supported response. The response includes evidence of a personal connection, demonstrates a careful consideration of the explicit and some implicit aspects of the question, and utilizes supporting evidence to support the student's claims.</p>
<p>DOK Level 2</p> <p>Score: 15-16</p>	<p>The student recognizes and describes specific terminology such as aesthetics, value judgment, dialectic approach, objective/subjective standards and perspectives, truth, knowledge claims and knowledge questions.</p> <p>The student's consideration and research are adequate, but not thorough. No major errors or omissions regarding the simpler details of the above noted ideas/concepts, but major errors or omissions regarding the more complex ideas/concepts.</p>
<p>DOK Level 1</p> <p>Score: 13-14</p>	<p>With help, a partial understanding of some of the simpler details and implications of the more complex ideas/concepts being assessed in the question or task. The student's consideration and research may not be completely adequate for the task.</p>
<p>DOK Level 0</p> <p>Score: 0-12</p>	<p>Even with help, little to no understanding or skill demonstrated; or student did not respond to this question/task; or student submitted the assignment beyond the 4-day late grace period.</p>