

## COBALT Student Arts Assessment

<p style="text-align: center;"><b>View Masterwork</b></p>  <p style="font-size: small;">Angelika Kirchschlager as Hansel and Miah Persson as Gretel in Hansel and Gretel Photo: Marty Soble/Metropolitan Opera</p> <p>The libretto is read as a class and then the students watch a video of a scene from <i>Hansel and Gretel</i>.</p>	<p style="text-align: center;"><b>Analyze</b></p> <p>Students respond to the masterwork by answering questions and citing evidence from the video.</p> <p>As a class, the students then decide who the next character to enter the room will be.</p>	<p style="text-align: center;"><b>Create</b></p> <p>Students are asked to:</p> <ul style="list-style-type: none"> <li>• Create a <b>lyric</b> for that character (What is the first thing they would say when they enter?)</li> <li>• Write four words to describe the <b>melody</b> of that lyric and draw the melody</li> <li>• Describe a <b>gesture</b> (What that character would do with their body when they sing the line)</li> </ul> <p><i>Examples are given for each of these for an unrelated scenario.</i></p>
<p style="text-align: center;"><b>Perform</b></p> <p>Students are taught two lines from an aria from <i>Hansel and Gretel</i> through the use of a recording.</p> <p>Students individually perform the line. They are asked to think about the words and music but to also think about their facial expressions and bodies.</p>	<p style="text-align: center;"><b>Reflect</b></p> <p>Students are asked to write, "What did you like about your performance?"</p>	<p style="text-align: center;"><b>Revise</b></p> <p>Students are asked to write, "What changes might you make to your performance if you did it again?"</p>

COBALT Student Arts Assessment Rubric

		Beginning (1)	Developing (2)	Accomplished (3)	Exemplary (4)
Analyze	Observe and Comprehend	Student provides little or no detail in responses; responses indicate lack of understanding of subject matter	Student provides basic details in responses; level of understanding is mixed—some answers indicate understanding, while others do not	Student provides accurate detail in all responses; level of understanding demonstrated in responses is strong and consistent; may show some level of empathy	Student provides thoughtful and in-depth detail in all responses; demonstrates strong level of understanding through use of connections; writing shows evidence of empathy with characters
	Cite Evidence and Analyze	Student provides little or no evidence; analysis is missing or disconnected to the source material	Evidence student provides is spotty or inconsistent across areas; may provide some artistic vocabulary to support ideas; some parts of analysis reference artistic choices and are connected to source material, while others are not	Student consistently provides evidence and references artistic choices; uses artistic vocabulary appropriately; analysis is consistently connected to the source material	Student includes specific evidence taken from the work that indicates independent thought; supports point of view with thoughtful, clear and articulate logic that is consistently connected to the source material; uses artistic vocabulary appropriately to strengthen argument
Create	Connections	Student's choices are disconnected to the given situation	There is some connection between the student's choices and the given situation; however, connections may be spotty across the elements	Student's work is related to the given situation; there is connection between melody, lyric, and/or gesture	Student's choices complement each other (there is a meaningful connection between lyric, melody, and gesture)
	Originality	Student's work is perfunctory and derivative; no attempt at originality is noted	Student attempts to add something new; however, the connection to the task and situation is unclear	Student's work has elements of something new that connects to the task and situation	Student's work has elements of something new and surprising; student's gesture reflects an emotion that is in agreement with the emotion of the lyric
Perform	Acting/ Movement Performance	Student does not perform or performance difficult to decipher; gesture is small and difficult to decipher; is unaware of audience	Student attempts to use gesture; however, gesture is inappropriate to situation; student understands the presence of the audience and displays moments of expression through their face	Student demonstrates a visual focus; student performs with a facial expression and/or gesture that communicate emotion or objective	Student demonstrates a visual focus; makes gesture with appropriate grandiosity and expression; student performs with a facial expression that communicates the correct emotion or objective

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	<b>Music Performance</b>	Student does not perform or performance is inaudible	Student attempts to project; Student speaks the lyric with no pitch or tone	Student projects voice; singing demonstrates attention to dynamics, phrasing, pitch, and/or tone	Student projects voice and can be heard but does not shout; student sings with keen attention to dynamics, phrasing, pitch, and tone
<b>Reflect</b>	<b>Details</b>	Student provides no or minimal details	Student provides details in some areas but not in others, demonstrates the beginnings of self-reflection	Student provides consistent details in all areas, demonstrates an understanding of own strengths and weaknesses	Student provides insightful detail that demonstrates deep and considerable self-reflection
	<b>Connections</b>	Student provides no connections	Student attempts to make at least one connection but it is seemingly unrelated and no evidence is cited to support it	Student provides at least one related connection and cites evidence to support it	Student makes multiple connections between their work, other class material, their personal lives, and/or the source material; cites evidence to support their opinions
<b>Revise</b>	<b>Plans for Revision</b>	Student indicates no ideas for adjustments to their performance	Student indicates an idea but provides no details	Student lists one or more ideas to adjust their performance with some detail provided	Student indicates several detailed ideas to adjust their performance and the ideas add additional layers of complexity

## COBALT Student Arts Assessment Checklists

<b>Analyze</b>	Student responds to question with accurate details	
Characters	Yes	No
Feeling	Yes	No

<b>Create</b>	Student provides the following elements	
Lyric	Yes	No
Melody	Yes	No
Gesture	Yes	No

<b>Perform</b>	Student performs the following elements	
Lyric	Yes	No
Melody	Yes	No
Gesture	Yes	No
Facial Expression	Yes	No
	Student maintains focus throughout performance	
	Yes	No

<b>Reflect</b>	Student articulates a response to the following	
Likes	Yes	No
Changes	Yes	No

## COBALT Student Arts Assessment Scoring Sheet

Student Name	Indicators: In-Class	Indicators: After-Class			
	Perform	Analyze	Create	Reflect	Revise
	Lyric: <input type="checkbox"/> Yes <input type="checkbox"/> No Melody: <input type="checkbox"/> Yes <input type="checkbox"/> No Gesture: <input type="checkbox"/> Yes <input type="checkbox"/> No Facial: <input type="checkbox"/> Yes <input type="checkbox"/> No Focus: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Acting/Mvmnt: _____ Music: _____	Character: <input type="checkbox"/> Yes <input type="checkbox"/> No Feeling: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Observe/Compr: ____ Evidence/Analyze: ____	Lyric: <input type="checkbox"/> Yes <input type="checkbox"/> No Melody: <input type="checkbox"/> Yes <input type="checkbox"/> No Gesture: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Connections: _____ Originality: _____	Likes: <input type="checkbox"/> Yes <input type="checkbox"/> No Changes: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Details: _____ Connections: _____	<u>Rubric Score</u> Plan for Revision: _____
	Lyric: <input type="checkbox"/> Yes <input type="checkbox"/> No Melody: <input type="checkbox"/> Yes <input type="checkbox"/> No Gesture: <input type="checkbox"/> Yes <input type="checkbox"/> No Facial: <input type="checkbox"/> Yes <input type="checkbox"/> No Focus: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Acting/Mvmnt: _____ Music: _____	Character: <input type="checkbox"/> Yes <input type="checkbox"/> No Feeling: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Observe/Compr: _____ Evidence/Analyze: ____	Lyric: <input type="checkbox"/> Yes <input type="checkbox"/> No Melody: <input type="checkbox"/> Yes <input type="checkbox"/> No Gesture: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Connections: _____ Originality: _____	Likes: <input type="checkbox"/> Yes <input type="checkbox"/> No Changes: <input type="checkbox"/> Yes <input type="checkbox"/> No  <u>Rubric Scores</u> Details: _____ Connections: _____	<u>Rubric Score</u> Plan for Revision: _____

## COBALT Student Arts Assessment Scoring Sheet

### STUDENT RESPONSE PACKET

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*A video will be played two times. Watch closely.*

#### LIBRETTO:

Character 1:

How I wish Mother would hurry up home.

Character 2:

My stomach thinks it could eat a stone.

Character 1:

Crusts of bread, that's all we've had.  
Hunger keeps gnawing, driving you mad.

Character2:

Hush, Hansel, think of our father's refrain  
When Mother curses or complains.

RESPONSE SHEET

\*\*Think about the opera you just watched on video. Answer these questions about the opera as best as you can.\*\*

1

Describe the **characters**.

*What did you see or hear that made you say that?*

CONTINUE →

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\*\*Think about the opera you just watched on video. Answer these questions about the opera as best as you can.\*\*

2

Describe how the characters **feel**.

*What did you see or hear that made you say that?*

CONTINUE →

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3

Is there a story or something from your life that this opera reminded you of?

**\*\*PAUSE – Wait for instructions\*\***

CREATION SHEET

**MY LYRIC IS:**

**Write four words that describe how the MELODY for your lyric should sound.**

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**Draw your MELODY:**

**What is one GESTURE that the character would make with their body when they sing this lyric?**

**PAUSE - Wait for instructions.**

**SELF - REFLECTION SHEET**  
Think about your own performance...

1

What did you **like** about your own performance?

2

What **changes** might you make if you did this again?