

2021-2022 LIHSA Extra Credit Assignment



ASSIGNMENT OVERVIEW & PURPOSE

In each class you have the opportunity to do **one extra credit assignment per marking period**, which will be averaged as a Participation grade for the course. The student must complete the following in order to submit an extra credit assignment:

- 1) **REQUEST ASSIGNMENT:** from your teacher or access the assignment from the LIHSA website under Student Resources.
- 2) **RESPOND TO LIVE PERFORMANCE/ ART:** Student will evaluate and respond to a live performance of your choosing within your discipline (theatre, music, dance, film, special effects students) or attend a museum or art gallery of your choosing (fine arts students)
- 3) **TYPE/SUBMIT A PAPER:** Select one of the three essential questions below and type a two page essay, size 12 font, double spaced. responding to the selected essential question. Be sure to include specific evidence and examples from the performance/gallery of art work you experienced, elaborate by making personal and or historical connections, and integrate terminology from your arts discipline to support your claim. Then submit to your teacher to be assessed.
- 4) **ATTACH PROOF:** Lastly, attach a ticket stub, program, or brochure to your assignment to confirm your attendance to the performance/gallery/museum.

ESSENTIAL QUESTIONS (Select only 1):

1. Through their use of elements and structures of art, creators and performers provide clues to their expressive intent. How do we discern the creators' and performers' expressive intent and how does this relate to this class?
2. The personal evaluation of artistic work(s) is informed by analysis, interpretation, and established criteria. How do we judge the quality of artistic work(s) and performance(s)? Cite examples from the performance you attended or gallery/ museum visit you took as well as specific examples from class.
3. Response to art is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of theatre. How does understanding the structure and context inform a response to the performance/ art you saw and what connections can you make to this class?

EXTRA CREDIT ASSIGNMENT ASSESSMENT CRITERIA (Student Self Assessment Checklist)

- Student made a claim supported by at least 3-5 pieces of evidence from the live performance/gallery or museum visit
- Student cited specific examples of connections from class to support their claim
- Student included appropriate art-discipline specific-terminology to support claim
- Student elaborated by making (personal/ global/ historical) connections
- Student organized their writing in a coherent fashion including an introduction, a body with a claim, supportive evidence, and conclusion.
- Student used appropriate spelling, grammar, and conventions in their writing

EXTRA CREDIT ASSIGNMENT RUBRIC/ GRADING

Analyzing, Interpreting, and Evaluating Artistic Work Rubric

	4 (88-100)	3 (77-87)	2 (66-76)	1 (55-65)
CONTENT (40%) Inclusion of facts, details, information. Identification and observation of theatrical styles, elements, and	Present various accurate facts, Details of observation are thorough and insightful. Comments on	No major factual errors. Details of observation are thorough. There are several comments on	Minor factual errors. Details of observation are adequate Comments on some artistic elements, styles,	Numerous factual errors. Details of observation are minimal. Does not comment on artistic elements,

performance qualities.	artistic elements, styles, or performance/product qualities are well thought out and informative.	artistic elements, styles, or performance/product qualities.	or performance/product qualities.	styles, or performance/product qualities.
ANALYSIS (40%) The evaluation of observational evidence. The synthesis of content and an informed claim based on supported evidence and connections.	Consistently uses highly descriptive language. Supports thesis with several pieces of evidence. Thoughtful security of content and reasoning draws comparisons to both personal and global connections.	Uses descriptive language and supports the thesis with evidence and examples. Makes some personal/global connections.	Uses common descriptive language. Supports thesis with some evidence and examples. Evidence of critical response. Makes few personal/global connections	No use of descriptive language. Limited evidence and examples to support the thesis. Minimal evidence of critical response. Makes no personal/global connections
ORGANIZATION (20%) Presentation and mechanics of the written work. Includes an introduction, body, claim, supportive evidence, and conclusion. Appropriate spelling, grammar, punctuation, and conventions.	Structured in a coherently. Includes topic sentences in well structured paragraphs with a strong intro, body, and conclusion. No grammatical, spelling, or punctuation errors. Follows formatting directions.	Well constructed-flows coherently. Includes all parts: intro, body and conclusion. Minor grammatical, spelling, and punctuation errors. Follows formatting directions.	Structure is adequate. Includes intro, body, and conclusion. Some spelling, punctuation, and grammatical errors. Follows most formatting directions.	Does not following formatting directions, several spellings, grammar and punctuation errors. Disorganized, incoherent and lacking structure.

NYS ARTS EDUCATION STANDARDS ADDRESSED

NYS Theatre Standard 3 RESPONDING:

Understanding and evaluating how the arts create meaning.

- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.

PHYSICAL EDUCATION EXTRA CREDIT ASSIGNMENT

ASSIGNMENT OVERVIEW & PURPOSE

If you are enrolled in a class for physical education credit you have the opportunity to do **one extra credit assignment per marking period**, which will be averaged as a Participation grade for the course. The student must complete the following in order to submit an extra credit assignment:

- 5) **REQUEST ASSIGNMENT:** from your teacher or access the assignment from the LIHSA website under Student Resources.
- 6) **ATTEND A PHYSICAL FITNESS/ WELLNESS CLASS:** Student will attend a physical fitness/ wellness class outside of school.
- 7) **WRITE/ TEACH A LESSON:** Write out a step by step lesson plan for a 5-10 minute fitness lesson, based on the class you took and arrange a time with your teacher to present/ teach to your classmates.
- 8) **ATTACH PROOF:** Lastly, attach proof of the class you took to your assignment to confirm your attendance.