

What is "DOK"? How does it apply to me?

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Your classroom teachers and administrators are probably talking about "DOK" since the Missouri Department of Elementary and Secondary Education (DESE) is using this analysis system to guarantee rigor in the MAP as required by No Child Left Behind legislation. The initials stand for Depth of Knowledge, a method developed by Norman Webb to analyze complexity of thinking on assessments.

Why is this important to Missouri art teachers? We can communicate the value of our courses using DOK language. Most of us are being asked to support increased student achievement on the MAP. We can use DOK to document the critical and creative thinking students demonstrate in the art classroom.

How does DOK relate to Grade Level Expectations (GLEs)?

The GLEs tell us *what* students should know/do at each grade/course. DOK shows us that we can *assess* GLEs in a range of ways from recall through self-directed, complex, and creative production.

There are four levels of Depth of Knowledge. They are:

- **DOK 1** – Students recall; focus on facts, definitions, or routine procedures. There is one correct answer.
- **DOK 2** – Students apply skills and concepts in familiar situations; compare and contrast; show cause and effect. There is one correct answer.
- **DOK 3** – Students reason and plan in order to respond; use complex and abstract thinking; support conclusions. There is more than one correct answer.
- **DOK 4** – Students conduct research using multiple sources; collect data; use complex reasoning, planning, and thinking over extended periods of time (may need to include time outside of the classroom); multiple steps; real-world applications in new situations. There is more than one correct answer.

The MAP uses DOK levels 1, 2, and 3. DOK 4 is not used on the MAP since it requires extended time.

What does DOK look like in visual art?

The following examples are listed under the GLE strands.

Production/Performance and Elements/Principles Strands of the Art GLEs

DOK 1: Define art elements, principles, style, media, and/or techniques.

DOK 2: Make examples of art elements, principles, style, media, and/or techniques through guided practice.

DOK 3: Create original artwork within a set of teacher-directed parameters which could include subject matter, theme, historical style, elements, principles, media, and/or techniques. Justify artistic decisions. OR
Express a personal point of view through the creation of artwork. Justify artistic decisions. OR
Create art that serves a purpose in society (E.G., fine crafts, graphic design; group identity; social, cultural or political commentary). Justify artistic decisions based upon the function of the work.

DOK 4: Select a topic of personal interest as a theme/subject for creation of art. Define an artistic problem. Conduct research using a variety of sources (E.G., print materials, photographs, the Internet, historical exemplars). Develop the idea through a series of studies. Choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Create original artwork. Self-evaluate and refine work. Write an artist's statement that explains and defends artistic decisions.

Artistic Perceptions Strand of the Art GLEs

DOK 1: Art Criticism - Describe the use of art elements, principles, style, subject matter, theme, media, and techniques in an artwork.

DOK 1: Aesthetics - Identify the function of art in a culture.

DOK 2: Art Criticism – Compare and contrast art elements, principles, style, subject matter, theme, media, and techniques in two works of art.

DOK 2: Aesthetics – Compare and contrast the functions of art in two cultures.

DOK 3: Art Criticism - Analyze and evaluate an artist's (self/peer/historical exemplar) use of elements, principles, style, subject matter, theme, media, and techniques to express visual ideas.

DOK 3: Aesthetics - Develop and defend a personal answer to the aesthetic question, "What is art?"

DOK 4: Art Criticism - Independently select, research and critique works of art (E.G., works from different artists using the same theme or subject; works created by one artist; works from the same historical period or culture).

DOK 4: Aesthetics – Use a variety of resources to investigate the aesthetic beliefs of a student-selected culture. Consider aesthetic values held by different groups within the culture, and the individuals/institutions who determine what is considered good art. State and defend conclusions with reference to specific artworks in the culture.

Interdisciplinary Connections Strand of the Art GLEs

DOK 1: Connections among the arts – Identify one term that is used in both visual and performing arts.

DOK 1: Connections with non-art subjects – Identify one term that is used in both art and language arts.

DOK 2: Connections among the arts – Compare and contrast visual arts and music.

DOK 2: Connections with non-art subjects – Compare and contrast visual arts and math.

DOK 3: Connections among the arts - Analyze art and drama in order to find connections. Justify conclusions.

DOK 3: Connections with non-art subjects - Analyze art and poetry to find connections. Justify conclusions.

DOK 4: Connections among the arts - Develop a thesis statement on the connections between art and music. Use various sources to research each. Use data from this research to draw and defend conclusions.

DOK 4: Connections with non-art subjects - Develop a thesis statement on the connections between art and history. Use various sources to research each. Use data from this research to draw and defend conclusions.

History and Cultural Context Strand of the Art GLEs

DOK 1: Identify theme, subject matter, characteristics of style, and historical context in Renaissance art.

DOK 2: Compare and contrast ancient Egyptian and Roman art on theme, subject matter, characteristics, and context.

DOK 3: Analyze, and evaluate the effectiveness of African masks in tribal contexts addressing style, use of available materials, and selection of elements and principles to communicate meaning.

DOK 4: Research and analyze student-selected art in historical/cultural context using a variety of sources. Address how theme, subject matter, stylistic characteristics, media, and technology were used to communicate meaning and serve a role in society. Draw and defend conclusions about how art is influenced by and influences culture/history.

Sample Assessments

Grade 3

Which of the following is a cool color?

- a. red
- b. blue
- c. white
- d. orange

DOK 1: Students are asked to recall previously learned information and provide a rote response.

Grade 4

Create a variety of colors, tints and shades by mixing pigments.

DOK 2: Students show understanding of a concept and performance of a basic skill.

Grade 7

Use implied texture, rhythmic lines, and emphasis to create an original colored pencil artwork that identifies a group (E.G., teens, family, a school club, scouts, a sport, musicians, skateboarders, dancers, artists).

DOK 3: Students are asked to make decisions, plan, and create art within teacher-set parameters. There are multiple correct answers.

High School

Create an original colored pencil drawing that communicates personal meaning related to the "Big Idea" of "Change". Use pencil techniques to create the illusion of form and implied texture.

DOK 3: Students are asked to make decisions, plan, and create art within teacher-set parameters. There are multiple correct answers within the teacher's guidelines.

Use a variety of resources to research a "Big Idea" of your choice. Develop multiple images that communicate a personal interpretation of the idea and refine them into a plan for a two- or three-dimensional artwork. Select elements, principles, media, style, and techniques most appropriate to the expression of the idea and use them to create an original artwork. During the creative process, self-evaluate and improve the work. Write an artist's statement.

DOK 4: Students need extended time and use a variety of student-selected resources for inspiration. Students work as self-directed artists who use complex reasoning and planning. Students generate multiple correct answers to the artistic problems they set. They choose and use art elements, principles, style, media and techniques to achieve a desired effect.

Sample Questions

DOK 1:

List the characteristics of _____

Define _____

DOK 2:

Compare and contrast _____ and _____.

What colors would you mix to create _____?

DOK 3:

Describe, analyze, interpret, and evaluate this artwork

_____.

Develop a plan for expressing _____ in artwork addressing decisions on the use of elements, principles, subject matter, theme, style, media, and techniques.

DOK 4:

Independently research a "big" idea using a variety of sources. Develop the visual idea through a series of sketches. Select media and style and apply elements and principles to communicate a personal perspective through the creation of an original artwork.

These examples were created by Sharyn Hyatt-Wade, Linda Lange, and Cheryl Venet during a work session led by Steve Williams, Fine Arts Consultant for DESE.