

# DRIVING QUESTIONS FOR ARTS-BASED INQUIRY: *The Performing/Presenting/Producing Strand*

## \*THE ESSENTIAL QUESTIONS

	ANCHOR STANDARD 4: ANALYZE, INTERPRET, AND SELECT ARTISTIC WORK FOR PRESENTATION.	ANCHOR STANDARD 5: DEVELOP AND REFINE ARTISTIC WORK FOR PRESENTATION.	ANCHOR STANDARD 6: CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK.
Music	<ul style="list-style-type: none"> <li>How do performers select repertoire?</li> <li>How does understanding the structure and context of musical work inform performance?</li> </ul>	<ul style="list-style-type: none"> <li>How do musicians improve the quality of their performance?</li> </ul>	<ul style="list-style-type: none"> <li>When is a performance judged ready to present?</li> <li>How do context and the manner in which musical work is presented influence audience response?</li> </ul>
Visual Arts	<ul style="list-style-type: none"> <li>How are artworks cared for and by whom?</li> <li>What criteria, methods, and processes are used to select work for preservation or presentation?</li> <li>Why do people value objects, artifacts, and artworks, and select them for presentation?</li> </ul>	<ul style="list-style-type: none"> <li>What methods and processes are considered when preparing artwork for presentation or preservation?</li> <li>How does refining artwork affect its meaning to the viewer?</li> <li>What criteria are considered when selecting work for presentation, a portfolio, or a collection?</li> </ul>	<ul style="list-style-type: none"> <li>What is an art museum?</li> <li>How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences?</li> <li>How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?</li> </ul>
Theatre	<ul style="list-style-type: none"> <li>Why are strong choices essential to interpreting a drama or theatre piece?</li> </ul>	<ul style="list-style-type: none"> <li>What can I do to fully prepare a performance or technical design?</li> </ul>	<ul style="list-style-type: none"> <li>What happens when theatre artists and audiences share a creative experience?</li> </ul>
Dance	<ul style="list-style-type: none"> <li>How do dancers work with space, time and energy to communicate artistic expression?</li> </ul>	<ul style="list-style-type: none"> <li>What must a dancer do to prepare the mind and body for artistic expression?</li> </ul>	<ul style="list-style-type: none"> <li>How does a dancer heighten artistry in a public performance?</li> </ul>
Media Arts	<ul style="list-style-type: none"> <li>How are complex media arts experiences constructed?</li> </ul>	<ul style="list-style-type: none"> <li>What skills are required for creating effective media artworks and how are they improved?</li> <li>How are creativity and innovation developed within and through media arts productions?</li> <li>How do media artists use various tools and techniques?</li> </ul>	<ul style="list-style-type: none"> <li>How does time, place, audience, and context affect presenting or performing choices for media artworks?</li> <li>How can presenting or sharing media artworks in a public format help a media artist learn and grow?</li> </ul>

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## DRIVING QUESTIONS FOR CREATING IN THE ARTS

INTEGRATED CONTENTS		DRIVING QUESTION	PROJECT SEED
Music	ELA	How do musicians select repertoire?	Rather than programming a concert or performance for your students on your own, this question could be reframed and specified to a particular genre, and students could program a musical revue for performance.
Visual Art	Social Studies	What criteria are considered when selecting work for presentation, a portfolio, or a collection?	Have students curate artifacts related to a social studies topic. Students can include music, visual art, videos, digital media, information about important individuals from the time/culture, and cultural/historical items in their exhibit. Artifacts should be catalogued and given museum tags, and students should be able to act as a docent to visitors to the classroom exhibit.
Theatre	ELA	What can I do to fully prepare a performance or technical design?	Have students work in teams to produce a theatrical performance of a known story. Students will take on all of the various “behind-the-scenes” roles of putting together a the production. Give each student a “job offer,” based on student preference (director, props, lighting and scenic design, etc.). Have students cast, rehearse, and produce their own production.
Dance	Science	How do dancers work with space, time and energy to communicate artistic expression?	Students will work in groups to create a choreographic work to represent a weather-related phenomenon. Students must work together to convey their chosen weather-related topic through body, energy, space, and time. Students will perform their work for the class, and provide feedback for other groups on how the use of space, time and energy was an appropriate expression of each scientific concepts.
Media Arts	Math	How can presenting or sharing media artworks in a public format help a media artist learn and grow?	Students will create a media project to accompany a piece of art which incorporate geometric concepts (i.e., Mondrian perimeter vs. area). Students will record an artist statement, explaining the mathematical process that went into the creation of the project and use the ShowMe app to create a digital display of their creation.