

DRIVING QUESTIONS FOR ARTS-BASED INQUIRY: *The Responding Strand*

*THE ESSENTIAL QUESTIONS

	ANCHOR STANDARD 7: PERCEIVE AND ANALYZE ARTISTIC WORK.	ANCHOR STANDARD 8: INTERPRET INTENT AND MEANING IN ARTISTIC WORK.	ANCHOR STANDARD 9: APPLY CRITERIA TO EVALUATE ARTISTIC WORK.
Music	<ul style="list-style-type: none"> • How do individuals choose music to experience? 	<ul style="list-style-type: none"> • How do we discern the musical creators' and performers' expressive intent? 	<ul style="list-style-type: none"> • How do we judge the quality of musical work(s) and performance(s)?
Visual Arts	<ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • How does learning about art impact how we perceive the world? • What can we learn from our responses to art? • What is an image? • Where and how do we encounter images in our world? • How do images influence our views of the world? 	<ul style="list-style-type: none"> • What is the value of engaging in the process of art criticism? • How can the viewer "read" a work of art as text? • How does knowing and using visual art vocabularies help us understand and interpret works of art? 	<ul style="list-style-type: none"> • How does one determine criteria to evaluate a work of art? • How and why might criteria vary? • How is a personal preference different from an evaluation?
Theatre	<ul style="list-style-type: none"> • How do theatre artists comprehend the essence of drama processes and theatre experiences? 	<ul style="list-style-type: none"> • How can the same work of art communicate different messages to different people? 	<ul style="list-style-type: none"> • How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
Dance	<ul style="list-style-type: none"> • How is a dance understood? 	<ul style="list-style-type: none"> • How is dance interpreted? 	<ul style="list-style-type: none"> • What criteria are used to evaluate dance?
Media Arts	<ul style="list-style-type: none"> • How do we 'read' media artworks and discern their relational components? • How do media artworks function to convey meaning and manage audience experience? 	<ul style="list-style-type: none"> • How do people relate to and interpret media artworks? 	<ul style="list-style-type: none"> • How and why do media artists value and judge media artworks? • When and how should we evaluate and critique media artworks to improve them?

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DRIVING QUESTIONS FOR CREATING IN THE ARTS

INTEGRATED CONTENTS		DRIVING QUESTION	PROJECT SEED
Music	ELA	How can we interpret the intent of a piece of music?	Engage students in a guided listening experience, and then have them write a monologue as a “character” from the piece (the composer, the performer, an instrument, a theme, mood). Have students rehearse and present their monologue to a small group, and then journal about the choices they made in their creation, supporting with evidence and observations from the musical selection.
Visual Art	ELA	How can the viewer “read” a work of art as text?	Have students work in small groups to unpack a given image (a piece of art, a photograph, something related to a unit of study). Students will then write and perform a skit to convey the messages in the image- this could be the context in which the image was created, a new story comprised of the “characters” in the image, etc.
Theatre	Social Studies	How can the same work of art communicate different messages to different people?	Provide students with a short script related to a unit of study in social studies, preferably something in which there is more than one point of view. Divide the class into groups and have each group rehearse and perform, and provide opportunity to debrief on how each group, with the same script, conveyed different messages.
Dance	Math	How are geometric shapes incorporated into a dance performance, and how do we perceive these as audience members?	Watch a short clip of a ballet performance, asking students to take notice of any geometric shapes they perceive in the performance. Share observations, and then have students work in groups to create a piece of choreography that skillfully integrates geometric shapes. This piece should not be a “montage” of geometric shapes, but rather an elegant integration of geometric principles through fluid movements of the body.
Media Arts	Science	How can we use media artwork to creatively convey scientific data meaningfully to an audience?	Students will create a computer-based data visualization to share data collected from a class experiment or unit of study. Students are expected to create something that is visually pleasing and “outside the box.” (See Creating Artistic Visualizations)

*In each of these project seeds, a key component to maintaining authenticity to the driving question is to provide opportunity for discussion, debate, and feedback.