

ESSENTIAL QUESTIONS FOR ARTS-BASED INQUIRY: *Music*

| | Anchor Standard | Essential Question(s) |
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| CREATING | I. GENERATE & CONCEPTUALIZE ARTISTIC IDEAS & WORK. | How do musicians generate creative ideas? |
| | 2. ORGANIZE & DEVELOP ARTISTIC IDEAS & WORK. | How do musicians make creative decisions? |
| | 3. REFINE & COMPLETE ARTISTIC WORK. | How do musicians improve the quality of their creative work? When is creative work ready to share? |
| PERFORMING | 4. ANALYZE, INTERPRET, & SELECT ARTISTIC WORK FOR PRESENTATION. | How do performers select repertoire? How does understanding the structure and context of musical work inform performance? |
| | 5. DEVELOP & REFINE ARTISTIC WORK FOR PRESENTATION. | How do musicians improve the quality of their performance? |
| | 6. CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK. | When is a performance judged ready to present? |
| | | How do context and the manner in which musical work is presented influence audience response? |
| RESPONDING | 7. PERCEIVE & ANALYZE ARTISTIC WORK. | How do individuals choose music to experience? |
| | 8. INTERPRET INTENT & MEANING IN ARTISTIC WORK. | How do we discern the musical creators' and performers' expressive intent? |
| | 9. APPLY CRITERIA TO EVALUATE ARTISTIC WORK. | How do we judge the quality of musical work(s) and performance(s)? |
| CONNECTING | 10. SYNTHESIZE & RELATE KNOWLEDGE & PERSONAL EXPERIENCES TO MAKE ART. | How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? |
| | II. RELATE ARTISTIC IDEAS & WORKS WITH SOCIETAL, CULTURAL, & HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING. | How do musicians make meaningful connections to creating, performing, and responding? |

DRIVING QUESTIONS FOR ARTS-BASED INQUIRY: *Music Project Seeds*

| | Integrated Content | Driving Question | Project Seed |
|------------|--------------------|---|--|
| CREATING | SCIENCE | How can the formation of the three different types of rocks (sedimentary, igneous, and metamorphic) be communicated through an original piece of music? | Students will use GarageBand to create three 8-measure compositions: one to represent the formation of the three different types of rocks. Students will have to use the elements of music (tempo, timbre, pitch, etc.) to effectively communicate to the listener how each type of rock is formed. |
| PERFORMING | 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. |
| RESPONDING | 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. |
| CONNECTING | SOCIAL STUDIES | How can music communicate a cause or message that is important to a group of people? | Students engage in study of a unit of music related to a cause (i.e., songs of the Underground Railroad, civil rights music, protest music, etc.) and analyze the messages relayed through these songs. Students will then work in groups to collaboratively decide on a relevant cause, choose a known melody, and write new lyrics for that melody to communicate their message. |

ESSENTIAL QUESTIONS FOR ARTS-BASED INQUIRY: *Visual Arts*

| | Anchor Standard | Essential Question(s) |
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| C R E A T I N G | I. GENERATE & CONCEPTUALIZE ARTISTIC IDEAS & WORK. | What conditions, attitudes, & behaviors support creativity & innovative thinking? |
| | | What factors prevent or encourage people to take creative risks? |
| | | How does collaboration expand the creative process? |
| | | How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? |
| | | Why do artists follow or break from established traditions? |
| | 2. ORGANIZE & DEVELOP ARTISTIC IDEAS & WORK. | How do artists determine what resources & criteria are needed to formulate artistic investigations? |
| | | How do artists work? |
| | | How do artists & designers determine whether a particular direction in their work is effective? |
| | | How do artists & designers learn from trial & error? |
| | | How do artists & designers care for & maintain materials, tools, & equipment? |
| Why is it important for safety & health to understand the follow correct procedures in handling materials, tools, & equipment? | | |
| What responsibilities come with the freedom to create? | | |
| 3. REFINE & COMPLETE ARTISTIC WORK. | How do objects, places, & design shape lives & communities? | |
| | How do artists & designers determine goals for designing or redesigning objects, places, or systems? | |
| | How do artists & designers create works of art or design that effectively communicate? | |
| | What role does persistence play in revising, refining, & developing work? | |
| | How do artists grow & become accomplished in art forms? | |
| A P P R E S E N T I N G | 4. ANALYZE, INTERPRET, & SELECT ARTISTIC WORK FOR PRESENTATION. | How does collaboratively reflecting on a work help us experience it more completely? |
| | | How are artworks cared for & by whom? |
| | | What criteria, methods, & processes are used to select work for preservation or presentation? |
| | 5. DEVELOP & REFINE ARTISTIC WORK FOR PRESENTATION. | Why do people value objects, artifacts, & artworks, & select them for presentation? |
| | | What methods & processes are considered when preparing artwork for presentation or preservation? |
| | | How does refining artwork affect its meaning to the viewer? |
| | 6. CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK. | What criteria are considered when selecting work for presentation, a portfolio, or a collection? |
| | | What is an art museum? |
| | | How does the presenting & sharing of objects, artifacts, & artworks influence & shape ideas, beliefs, & experiences? |
| | | How do objects, artifacts, & artworks collected, preserved, or presented, cultivate appreciation & understanding? |
| R E S P O N D I N G | 7. PERCEIVE & ANALYZE ARTISTIC WORK. | 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 & how do we encounter images in our world? |
| | 8. INTERPRET INTENT & MEANING IN ARTISTIC WORK. | How do images influence our views of the world? |
| | | What is the value of engaging in the process of art criticism? |
| | | How can the viewer "read" a work of art as text? |
| | 9. APPLY CRITERIA TO EVALUATE ARTISTIC WORK. | How does knowing and using visual art vocabularies help us understand and interpret works of art? |
| How does one determine criteria to evaluate a work of art? | | |
| C O N T E X T I N G | IO. SYNTHESIZE & RELATE KNOWLEDGE & PERSONAL EXPERIENCES TO MAKE ART. | How and why might criteria vary? |
| | | How is a personal preference different from an evaluation? |
| | | How does engaging in creating art enrich people's lives? |
| | II. RELATE ARTISTIC IDEAS & WORKS WITH SOCIETAL, CULTURAL, & HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING. | How does making art attune people to their surroundings? |
| | | How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? |
| | | How does art help us understand the lives of people of different times, places, and cultures? |
| | | How is art used to impact the views of a society? |
| | | How does art preserve aspects of life? |

DRIVING QUESTIONS FOR ARTS-BASED INQUIRY: *Visual Arts Project Seeds*

| | Integrated Content | Driving Question | Project Seed |
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| C R E A T I N G | MATH | How is the principle of the Golden Ratio present in works of art and design? | Students will create a piece of visual art through a chosen medium that demonstrates the Golden Ratio. Mediums might include painting, drawing, sculpture, logo design, or any approved artistic medium of the student's choosing. |
| P R E S E N T I N G | 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. |
| R E S P O N D I N G | 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. |
| C O N N E C T I N G | SCIENCE | How can visual art communicate data? | Students will create a work of art that is a visual representation of data collected related to a unit of study in science or an experiment conducted. This could be something decided upon by the teacher, collaborative groups, or individual students. |

ESSENTIAL QUESTIONS FOR ARTS-BASED INQUIRY: Theatre

| | Anchor Standard | Essential Question(s) |
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| CREATING | I. GENERATE & CONCEPTUALIZE ARTISTIC IDEAS & WORK. | What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? |
| | 2. ORGANIZE & DEVELOP ARTISTIC IDEAS & WORK. | How, when, and why do theatre artists' choices change? |
| | 3. REFINE & COMPLETE ARTISTIC WORK. | How do theatre artists transform and edit their initial ideas? |
| PERFORMING | 4. ANALYZE, INTERPRET, & SELECT ARTISTIC WORK FOR PRESENTATION. | Why are strong choices essential to interpreting a drama or theatre piece? |
| | 5. DEVELOP & REFINE ARTISTIC WORK FOR PRESENTATION. | What can I do to fully prepare a performance or technical design? |
| | 6. CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK. | What happens when theatre artists and audiences share a creative experience? |
| RESPONDING | 7. PERCEIVE & ANALYZE ARTISTIC WORK. | How do theatre artists comprehend the essence of drama processes and theatre experiences? |
| | 8. INTERPRET INTENT & MEANING IN ARTISTIC WORK. | How can the same work of art communicate different messages to different people? |
| | 9. APPLY CRITERIA TO EVALUATE ARTISTIC WORK. | How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis? |
| CONNECTING | 10. SYNTHESIZE & RELATE KNOWLEDGE & PERSONAL EXPERIENCES TO MAKE ART. | What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? |
| | II. RELATE ARTISTIC IDEAS & WORKS WITH SOCIETAL, CULTURAL, & HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING. | What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work? |

DRIVING QUESTIONS FOR ARTS-BASED INQUIRY: *Theatre Project Seeds*

| | Integrated Content | Driving Question | Project Seed |
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| C R E A T I N G | ELA | How can familiar stories be adapted for the stage? | Students will work collaboratively to create a performance based on a familiar children’s story. Student groups will adapt a chosen children’s story for performance. |
| P E R F O R M I N G | 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. |
| R E S P O N D I N G | 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. |
| C O N N E C T I N G | SCIENCE | We usually see theatre represent stories related to people, times, and places. How can theatre be used to communicate a story related to a science-related topic? | Have students research plays and stories related to topics in the sciences. Have students collaboratively choose a topic or assign topics related to a scientific unit of study, and have groups create scripts that tell a story related to that unit of study. |

ESSENTIAL QUESTIONS FOR ARTS-BASED INQUIRY: *Dance*

| | <i>Anchor Standard</i> | <i>Essential Question(s)</i> |
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| <i>C R E A T I N G</i> | I. GENERATE & CONCEPTUALIZE ARTISTIC IDEAS & WORK. | Where do choreographers get ideas for dances? |
| | 2. ORGANIZE & DEVELOP ARTISTIC IDEAS & WORK. | What influences choice-making in creating choreography? |
| | 3. REFINE & COMPLETE ARTISTIC WORK. | How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? |
| <i>P E R F O R M I N G</i> | 4. ANALYZE, INTERPRET, & SELECT ARTISTIC WORK FOR PRESENTATION. | How do dancers work with space, time and energy to communicate artistic expression? |
| | 5. DEVELOP & REFINE ARTISTIC WORK FOR PRESENTATION. | What must a dancer do to prepare the mind and body for artistic expression? |
| | 6. CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK. | How does a dancer heighten artistry in a public performance? |
| <i>R E S P O N D I N G</i> | 7. PERCEIVE & ANALYZE ARTISTIC WORK. | How is a dance understood? |
| | 8. INTERPRET INTENT & MEANING IN ARTISTIC WORK. | How is dance interpreted? |
| | 9. APPLY CRITERIA TO EVALUATE ARTISTIC WORK. | What criteria are used to evaluate dance? |
| <i>C O N N E C T I N G</i> | 10. SYNTHESIZE & RELATE KNOWLEDGE & PERSONAL EXPERIENCES TO MAKE ART. | How does dance deepen our understanding of ourselves, other knowledge, and events around us? |
| | II. RELATE ARTISTIC IDEAS & WORKS WITH SOCIETAL, CULTURAL, & HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING. | How does knowing about societal, cultural, historical and community experiences expand dance literacy? |

DRIVING QUESTIONS FOR ARTS-BASED INQUIRY: *Dance Project Seeds*

| | Integrated Content | Driving Question | Project Seed |
|------------|--------------------|---|--|
| CREATING | MATH | How can the principle of symmetry influence the creation of an original piece of choreography? | Students will work collaboratively to create a dance that effectively demonstrates their understanding of symmetry, in both locomotor and non-locomotor movements, as individuals, in pairs or groups, and in form. |
| PERFORMING | 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. |
| RESPONDING | 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. |
| CONNECTING | ELA | How can dance be used to communicate important life events without language? | Have students work in groups to choose an event of importance and choreograph a short piece that communicates that event. The piece should have a beginning, middle, and end, and students should write a statement regarding how their piece used the elements of dance to appropriately communicate the event. |

ESSENTIAL QUESTIONS FOR ARTS-BASED INQUIRY: *Media Arts*

| | <i>Anchor Standard</i> | <i>Essential Question(s)</i> |
|--|--|---|
| <i>C R E A T I N G</i> | I. GENERATE & CONCEPTUALIZE ARTISTIC IDEAS & WORK. | How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original? |
| | 2. ORGANIZE & DEVELOP ARTISTIC IDEAS & WORK. | How do media artists organize and develop ideas and models into process structures to achieve the desired end product? |
| | 3. REFINE & COMPLETE ARTISTIC WORK. | What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work? |
| <i>A R D U C I N G</i> | 4. ANALYZE, INTERPRET, & SELECT ARTISTIC WORK FOR PRESENTATION. | How are complex media arts experiences constructed? |
| | 5. DEVELOP & REFINE ARTISTIC WORK FOR PRESENTATION. | What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques? |
| | 6. CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK. | How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? |
| <i>R E S P O N D I N G</i> | 7. PERCEIVE & ANALYZE ARTISTIC WORK. | How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience? |
| | 8. INTERPRET INTENT & MEANING IN ARTISTIC WORK. | How do people relate to and interpret media artworks? |
| | 9. APPLY CRITERIA TO EVALUATE ARTISTIC WORK. | How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? |
| <i>C O N N E C T I N G</i> | 10. SYNTHESIZE & RELATE KNOWLEDGE & PERSONAL EXPERIENCES TO MAKE ART. | How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks? |
| | II. RELATE ARTISTIC IDEAS & WORKS WITH SOCIETAL, CULTURAL, & HISTORICAL CONTEXT TO DEEPEN UNDERSTANDING. | How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work? |

DRIVING QUESTIONS FOR ARTS-BASED INQUIRY: *Media Arts Project Seeds*

| | Integrated Content | Driving Question | Project Seed |
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| C R E A T I N G | ELA | How can media arts be used to persuade an audience? | Have students examine a print from a selection of Norman Rockwell pieces, determine artist's purpose and how artistic elements are being used persuasively, and write a one-page article that will persuade an audience to act based on the image chosen. Have students create a commercial based on their image and revised oral presentation. |
| P R O D U C I N G | 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. |
| R E S P O N D I N G | 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) |
| C O N N E C T I N G | SOCIAL STUDIES | How can a multimedia work create a more well-rounded understanding of a people, time, or place? | Have students create a multimedia work related to a unit of study in social studies. Students should include music, visual art, images, written text, and narrative to give the most comprehensive look at the subject of study. |