

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

*THE ESSENTIAL QUESTIONS

	ANCHOR STANDARD 1: GENERATE AND CONCEPTUALIZE ARTISTIC IDEAS AND WORK.	ANCHOR STANDARD 2: ORGANIZE AND DEVELOP ARTISTIC IDEAS AND WORK.	ANCHOR STANDARD 3: REFINE AND COMPLETE ARTISTIC WORK.
Music	<ul style="list-style-type: none"> How do musicians generate creative ideas? 	<ul style="list-style-type: none"> How do musicians make creative decisions? 	<ul style="list-style-type: none"> How do musicians improve the quality of their creative work? When is creative work ready to share?
Visual Arts	<ul style="list-style-type: none"> What conditions, attitudes, and behaviors support creativity and 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, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations? 	<ul style="list-style-type: none"> How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand the follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create? How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate? 	<ul style="list-style-type: none"> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
Theatre	<ul style="list-style-type: none"> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? 	<ul style="list-style-type: none"> How, when, and why do theatre artists' choices change? 	<ul style="list-style-type: none"> How do theatre artists transform and edit their initial ideas?
Dance	<ul style="list-style-type: none"> Where do choreographers get ideas for dances? 	<ul style="list-style-type: none"> What influences choice-making in creating choreography? 	<ul style="list-style-type: none"> How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
Media Arts	<ul style="list-style-type: none"> How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original? 	<ul style="list-style-type: none"> How do media artists organize and develop ideas and models into process structures to achieve the desired end product? 	<ul style="list-style-type: none"> What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?

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DRIVING QUESTIONS FOR CREATING IN THE ARTS

INTEGRATED CONTENTS		DRIVING QUESTION	PROJECT SEED
Music	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.
Visual Art	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.
Theatre	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.
Dance	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.
Media Arts	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.