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| Addressing Essential Questions | | | | | |
| Brief Description of Unit Activity | Enduring Understanding | Essential Questions | Unit Questions | Content Questions | Performance Standards |
| Responding:  Students collaboratively examine and respond to a diverse selection of self-portraits. | Visual imagery influences understanding of and responses to the world. | What is an image?  How do images influence our views of the world? | How would you describe the artist’s mood based on this portrait?  What have you learned about this artist through his/her self-portrait? | Is a self-portrait an image?  What is a self-portrait? | Categorize images based on expressive properties. |
| Creating:  Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests. | Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. | How do artists work?  How do artists and designers determine whether a particular direction in their work is effective? | What mood does this student artist convey through their self-portrait?  (this could happen during a class critique) | How have you used images and materials to communicate about yourself through your self-portrait? | VA:Cr2.1.2a  Experiment with various materials and tools to explore personal interests in a work of art or design. |
| Presenting:  Students present their artworks and discuss why they are meaningful to them. | Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation. | Why do people value objects, artifacts, and artworks, and select them for presentation. | What do you like (value) about your self-portrait? | When categorizing your and fellow student artworks, why did you place yours where you did? | VA:Pr4.1.2a  Categorize artworks based on a theme or concept for an exhibit. |
| Connecting:  Students group their self-portraits based on identified similarities and share reasons for the groupings. | People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. | 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? | What does this self-portrait tell you about this fellow student? | How is your self-portrait similar to this student’s self-portrait?  Why did you group this self-portrait with these? | VA:Cn11.1.2a  Compare and contrast cultural uses of art-work from different times and places. |

This resource provides an example of how to break the essential questions down to student friendly questions – both unit and contend specific questions. See the template designed to allow you to develop your own unit and content questions based on your curriculum activities.