

Course Title – Creative Arts Media 2	
Implement start year – 2017-2018	
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Unit #4 , topic – Aesthetics and Critique Methodologies	
Transfer Goal – Students will be able to independently use their learning to critique as an artist .	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>1.1 The Creative Process- All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>1.4.12.A.4 Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p> <p>1.4.12.B.2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist’s</p>	<p style="text-align: center;"><u>21st Century Themes</u> (<u>www.21stcenturyskills.org</u>)</p> <p><input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

<p>technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	<p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • a critique is a thoughtful discussion of the qualities of the artwork. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • discussing and analyzing artwork, including aesthetic response of the viewer, is essential to the growth of the artist. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • an artist can use a variety of methods to communicate their meaning behind their artwork and influence how the audience receives it. <p><i>EU 4</i></p> <ul style="list-style-type: none"> • art can be perceived differently and opinions will vary between viewers. <p><i>EU 5</i></p> <ul style="list-style-type: none"> • open discussion on artwork, both positive and negative, is an essential skill for a productive life as an artist. 	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • What's the difference between a thoughtful and a thoughtless artistic judgment? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How does art affect life and the sensory experience of the viewer? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does meaning in a work of art affect the understanding and judgment? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What is art? • What makes artwork successful? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How does someone accept and give criticism openly and without personal attack?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the four parts of critique: description, analysis, interpretation and evaluation. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • critique their own work and the work of others using the four parts of critique.

<p><i>EU2</i></p> <ul style="list-style-type: none"> the themes, purposes, responses, etc. of art <p><i>EU3</i></p> <ul style="list-style-type: none"> the importance of the principles of design when critiquing. <p><i>EU4</i></p> <ul style="list-style-type: none"> the intentional uses of the principles of design to guide the viewers interpretation/sensory experience. <p><i>EU5</i></p> <ul style="list-style-type: none"> necessary communication skills for critiquing art. 	<p><i>EU2</i></p> <ul style="list-style-type: none"> determine how art has influenced and continues to influence the world in which they live. <p><i>EU3</i></p> <ul style="list-style-type: none"> analyze artwork and evaluate the artist's use of the principles of design. <p><i>EU4</i></p> <ul style="list-style-type: none"> analyze artwork, using the criteria for critique, and determine if it is successful <p><i>EU5</i></p> <ul style="list-style-type: none"> take part in a critique (collaboratively) and evaluate artwork based upon facts without malice.
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Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Teacher evaluation of student critiques through observation of class discussions. Students must be able to describe, analyze, interpret and evaluate works of art verbally.
- Student quizzes and tests of the art critiquing process and critiquing vocabulary.
- Teacher editing and evaluation of written critiques and/or self-evaluations.
- Teacher discussion and student evaluation of artwork using a critique outline.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Teacher and students will demonstrate the four parts of critique and guide students through the use of these parts during oral and written critiques. (A,M,T)
- Describe, analyze, interpret and judge works of art both in writing and verbally using appropriate vocabulary (M,T)
- Using a visual prompt, the student will analyze the use of the elements and principles in a class discussion and a written/oral response (M,T)
- Use supplemental materials/media (websites, textbooks, museum trips, images, powerpoints, etc), as needed, critique works of art outside of the classroom setting. (M)
- Teacher and Students will adapt and refine students work based upon critical assessment. (T)
- Independently perform the criteria for critique process at art exhibitions both in and out of the classroom. (T)
- Design a rubric for evaluating artwork. (T)