

<b>Course Title – Contemporary Art and Ideas</b>	
<b>Implement start year – 2018-19</b>	
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<b>Unit #4 , topic – Aesthetics and Critique Methodologies</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to observe, think and creatively problem solve using the influences of both art history and modern culture.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p><b>2014 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.state.nj.us/education/cccs/2014/arts/standards.pdf">http://www.state.nj.us/education/cccs/2014/arts/standards.pdf</a>)</p> <p>Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</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 &amp; 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 technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	<p style="text-align: center;"><b>21<sup>st</sup> Century Themes</b> <b>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</b></p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and</p> <p><input type="checkbox"/> Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <p style="text-align: center;"><b>21<sup>st</sup> Century Skills</b></p> <p><i>Learning and Innovation Skills:</i></p> <p><input type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*

- A critique is a thoughtful discussion of the qualities of the

*EU 2*

*EU 3*

*EU 4*

- Art can be perceived differently and opinions will vary between

*EU 5*

essential skill for a productive life as an artist.

**Essential Questions:**

*EU 1*

*EU 2*

- How does art affect life and the sensory experience of the viewer?

*EU 3*

How does meaning in a work of art affect the understanding and

*EU 4*

*EU 5*

How does someone accept and give criticism openly and without personal attack?

**Knowledge:**

Students will know . . .

*EU 1*

- The four parts of critique: description, analysis, interpretation and evaluation.

*EU2*

- The themes, purposes, responses, etc. of art

*EU3*

- The importance of the principles of design when critiquing.

*EU4*

- The intentional uses of the principles of design to guide the viewers' interpretation/sensory experience.

*EU5*

- Necessary communication skills for critiquing art.

**Skills:**

Students will be able to . . .

*EU 1*

- Critique their own work and the work of others using the four parts of critique.

*EU2*

- Determine how art has influenced and continues to influence the world in which they live.

*EU3*

- Analyze artwork and evaluate the artist's use of the principles of design.

*EU4*

- Analyze artwork, using the criteria for critique, and determine if it is successful.

*EU5*

- Take part in a critique (collaboratively) and evaluate artwork based upon facts without malice.

### 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.
- Student created evaluation critique tool.

### 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)