

ture 1

start year (2013-2014)]

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esthetics and Critique Methodologies: Students Learn to Observe and Critique Like an Artist

Stage 1 – Desired Results

ed Goals
CC Standard(s), Strand(s)/CPI #
 v.nj.gov/education/cccs/2009/final.htm)

atic Responses & Critique Methodologies: All students will
 te and apply an understanding of arts philosophies, judgment,
 is to works of art in dance, music, theatre, and visual art.

Criteria for assessing the historical significance, craftsmanship,
 ntext, and originality of art are often expressed in qualitative,
 specific arts terminology.

The cohesiveness of a work of art and its ability to
 ate a theme or narrative can be directly affected by the artist's
 roficiency as well as by the manner and physical context in
 performed or shown.

- 21st Century Themes**
(www.21stcenturyskills.org)
- Global Awareness
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Civic Literacy
 - Health Literacy
 - Environmental Literacy

- 21st Century Skills**
- Learning and Innovation Skills:*
- Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration
- Information, Media and Technology Skills:*
- Information Literacy
 - Media Literacy
 - ICT (Information, Communications and

	<p>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 checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p>Understandings:</p> <p><i>Students will understand that . . .</i></p> <p>Art is a thoughtful discussion of the qualities of the artwork, both positive and negative.</p> <p>Understanding and analyzing artwork, including aesthetic response of the viewer, is essential to the growth of the artist.</p> <p>Artists can use a variety of methods to communicate their meaning in their artwork and influence how the audience receives it.</p> <p>Art is perceived differently and opinions will vary between viewers.</p> <p>Art criticism, both positive and negative, is an essential skill for a lifetime.</p>	<p>Essential Questions:</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> · What's the difference between a thoughtful and a thoughtless art judgment? <p><i>EU 2</i></p> <ul style="list-style-type: none"> · How does art affect my life? · How does art affect 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 our understanding and interpretation? <p><i>EU4</i></p> <ul style="list-style-type: none"> · What is art? What makes artwork successful? <p><i>EU5</i></p> <ul style="list-style-type: none"> · How does someone accept and give criticism openly and without attack?
<p>Skills: <i>Students will know . . .</i></p> <p>Four parts of critique: evaluation, description, analysis, and interpretation.</p>	<p>Skills: <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>profound influence on the world.</p> <p>ria for art evaluation using the principles of positive critique and n of the elements of art and principles of design.</p> <p>t intentionally uses the lements of art and principles of design to /ieower’s interpretation/sensory experience.</p> <p>tial part of communication skill is having an open discussion.</p>	<p><i>EU 2</i></p> <ul style="list-style-type: none"> · Determine how art has influenced, and continues to, influence the which they live. <p><i>EU 3</i></p> <ul style="list-style-type: none"> · Analyze artwork and determine the negative and positive aspects relate to the artists use of the elements of art and principles of des <p><i>EU4</i></p> <p>Analyze artwork, using the criteria for critique, and determine if it is</p> <p><i>EU5</i></p> <p>Take part in a critique (collaboratively) and evaluate artwork basec without malice.</p>
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Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

As a role as patron of the arts, students will demonstrate knowledge of the critique process through observation and discussion of the art. Students will experience art in the classroom, museums and the environment that they live. Students will apply critique skills both orally and in writing, expressing their thoughts and ideas about the art through the Principles and Elements of art. Students will demonstrate understanding of the description of the work, explaining the concept and content of the art and explaining/articulating the use of the Principles and Elements of art.

Teachers will create a rubric that will establish a set of evaluative criteria for assessing personal artwork and the artwork of others. The following: (a) students ability to openly and honestly make constructive criticism of another student’s work, (b) accept criticism of their own work without being defensive, (c) and assess the students ability to use the vocabulary provided by the teacher to safely and effectively give and receive feedback about art that is both personal or public. (EU4).

As a writer for a publication, students will write an art critique that provides: (a) analysis of the artwork which determines the negative and positive aspects of the piece, (b) describe the work as it relates to the artists use of the elements of art and principles of design, (c) and their opinion of the work by the Principles and Elements of art. (EU3)

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

evaluation of student critiques through observation of class discussions. Students must be able to describe, analyze, interpret and judge.

quizzes and tests of the art critiquing process and critiquing vocabulary.

editing and evaluation of written critiques and/or self evaluations.
discussion and student evaluation of art work using a critique outline.

Stage 3 – Learning Plan

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

, analyze, interpret and judge works of art both in writing and verbally using appropriate vocabulary. (A,M,T)

and read published critiques about famous works of art and report their findings to the class. (A)

usual prompt, the student will analyze the use of the elements and principles in a class discussion and a written/oral response. (M,T)

lemental materials/media (websites, textbooks, museum trips, images, PowerPoints, etc), as needed, critique works of art outside of classroom setting. (M)

and refine students work based upon critical assessment. (T)

Students perform the criteria for critique process at art exhibitions both in and out of the classroom.(T)
