

Course Title – Foundations of Art

Implement start year – 2014-2015

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**Unit #4, topic - Aesthetics and Critique Methodologies:
Students will be able to critique as an artist**

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

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.

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.

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.

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 Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills

	<input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> A critique is a thoughtful discussion of the qualities of the artwork, based on the four parts of a critique.</p> <p><i>EU 2</i> Discussing and analyzing artwork, including aesthetic response of the viewer, is essential to the growth of the artist.</p> <p><i>EU 3</i> An artist can use a variety of methods to communicate their meaning behind their artwork and influence how the audience receives it.</p> <p><i>EU 4</i> Art can be perceived differently and opinions will vary between viewers.</p> <p><i>EU 5</i> Open discussion on artwork, both positive and negative, is an essential skill for a productive life.</p>	<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 my 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 our understanding and judgment? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • What is art? What make 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><i>EU2</i></p>	<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 criteria for art evaluation using the principles of positive critique and observation of the elements of art and principles of design. <p><i>EU4</i></p> <ul style="list-style-type: none"> • The intentional uses of the elements of art and principles of design to guide the viewers interpretation/sensory experience. <p><i>EU5</i></p> <ul style="list-style-type: none"> • Having an open discussion (regardless of topic) is an essential part of necessary communication skills. 	<ul style="list-style-type: none"> • Determine how art has, and continues to, influence the world in which they live. <p><i>EU3</i></p> <ul style="list-style-type: none"> • Analyze artwork and determine the negative and positive aspects as they relate to the artist's use of the elements of art and 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

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

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 art work 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 will demonstrate the four parts of critique and guide students through the use of these parts during oral and written critiques. (A)
- Describe, analyze, interpret and judge works of art both in writing and verbally using appropriate vocabulary (A,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)
- 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)
- Students design a rubric for evaluating artwork. (T)