

<b>Course Title – Creative Arts Media</b>	
<b>Implement start year – 2015-2016</b>	
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<b>Unit #4 , topic – Aesthetics and Critique Methodologies</b>	
<b>Transfer Goal – Students will be able to independently use their learning to critique as an artist.</b>	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2009 NJCCC Standard(s), Strand(s)/CPI #</b> (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</p> <p style="text-align: center;"><b>Common Core Curriculum Standards for Math and English</b> (<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</p>	<p style="text-align: center;"><b>21<sup>st</sup> Century Themes</b> ( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</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;"><b>21<sup>st</sup> Century Skills</b></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><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• a critique is a thoughtful discussion of the qualities of the artwork.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• discussing and analyzing artwork, including aesthetic response of the viewer, is essential to the growth of the artist.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• an artist can use a variety of methods to communicate their meaning behind their artwork and influence how the audience receives it.</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• art can be perceived differently and opinions will vary between viewers.</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• open discussion on artwork, both positive and negative, is an essential skill for a productive life as an artist.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• What's the difference between a thoughtful and a thoughtless artistic judgment?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How does art affect life and the sensory experience of the viewer?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How does meaning in a work of art affect the understanding and judgment?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• What is art?</li> <li>• What makes artwork successful?</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>• How does someone accept and give criticism openly and without personal attack?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the four parts of critique: description, analysis, interpretation and evaluation.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• critique their own work and the work of others using the four parts of critique.</li> </ul>

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