

Jay Curriculum: Unit Cover Page

Unit title: Art Criticism

Grade Level: 5-8

Content Area(s): Art

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

C 1 - 6

Unit: Art Criticism

Brief Summary of Unit/Topic

Summary:

This unit is designed to acquaint students with the concept of aesthetic perception and techniques for developing it.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Student will have an understanding of the basic concept of art criticism: describing, analyzing, interpreting and judging art.

Students will know:

Understand and use appropriate guidelines for perceiving, interpreting and judging art.
Understand and apply standards for judging art based on historically important art theories

Students will be able to:

Use language to critique their own art and others in a constructive way.

Art vocabulary: aesthetic perception, art criticism, multi-sensory associations, criteria for judging art, philosophies of art, art as imitation, art as formal order, art as expression, art as instrumental, masterpiece, sensory qualities, technical qualities, formal qualities, expressive qualities

The four steps in art criticism describing, analyzing, interpreting, and judging are general skills involved in any logical thought process. What you are investigating is artworks. You are relying on visual clues in the art works. There are more than one outcome of reasoning and interpretation.

Enduring Understanding/s:

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Criticism & Aesthetics	C1, 2, 3, 4, 5, 6			
QUIZZES, TEST, PROMPTS				
Teacher/student critique of student work and master artists				
STUDENT SELF ASSESSMENT				
Student self criticism of his/her own work as part of an ongoing critique and evaluation of their own work				
Art criticism worksheet				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

- Class observation and critiques of various artist through out the year in the form of slides and posters.
- Small group and written art critiques.

REFERENCES: