

UNIT 4

Content Area: **Fine Arts**
Course(s): **Art 6**
Time Period: **Marking Period 3**
Length: **8 weeks**
Status: **Published**

Course Pacing Guide

Model		
Unit	Marking Period 2 & 3	Weeks
Aesthetic Response & Critique Methodologies		8 meeting every other day

Unit Overview

Enduring Understandings

- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal of consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- Awareness of basic elements of style and design inform the creation of criteria for judging originality.
- Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.

Essential Questions

- How can diverse works of art, from various cultures, create similar emotional responses?
- What are some of the similarities in architectural design found throughout cultures?
- What is the difference between traditional and non-conventional design?
- What are the similarities seen in architectural design throughout history?

New Jersey Student Learning Standards (No CCS)

VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.A.CS1	Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
VPA.1.4.8.A.CS2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.CS3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.1.4.8.A.CS4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.
VPA.1.4.8.A.CS5	Symbolism and metaphor are characteristics of art and art-making.
VPA.1.4.8.A.CS6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.1.4.8.A.CS7	Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

Student Objectives

- Generate observational and emotional responses to diverse culturally and historically specific masterworks.
- Describe the differences in the architectural design of public buildings throughout history.
- Differentiate between traditional and non-conventional elements of style.
- Describe formal structures and art making techniques used in the creation of 2 and 3 dimensional artwork from various cultures and historical eras.

Performance Tasks

Students will be given assignment criteria and expectations before each assignment. A rubric will be given for

assessment. Please see attached.

Criteria	20 Points	15 Points	10 Points	5 Points	0 Points
Creativity	Work exceptionally unique, detailed and interesting. Explores several different options and takes many creative risks	Work generally unique, detailed and interesting. Explores some different options and takes some creative risks.	Work somewhat unique, detailed or interesting. Shows some developing ideas but without a true sense of originality.	Work occasionally unique, detailed or interesting. Shows minimal risks taken. Similar to examples shown.	Work not unique, detailed or interesting. Shows no original ideas or risks taken.
Use of Elements and Principles	Exceptional understanding and application of the elements of art and principles of design.	Good understanding and application of the elements of art and principles of design.	Basic understanding and application of the elements of art and principles of design.	Minimal understanding and application of the elements of art and principles of design.	No understanding and application of the elements of art and principles of design.
Craftsmanship	Work done with exceptional care and attention to detail and neatness	Work done with good care and attention to detail and neatness	Work done with basic care and attention to detail and neatness	Work done with minimal care and attention to detail and neatness	Work done with no care and attention to detail and neatness
Understanding, Achievement and Completion	Exceptional understanding of project requirements. Assignment followed, and work is all complete and consistent.	Good understanding of project requirements. Assignment followed, and work is mostly complete and consistent.	Basic understanding of project requirements. Assignment followed, and work is somewhat complete and consistent.	Minimal understanding of project requirements. Assignment generally followed, but work is incomplete or consistent.	Lack of understanding of project requirements. Assignment not followed, and work is incomplete and inconsistent.
Effort and Participation	Work shows exceptional effort, planning and pride. Participated in all class discussions.	Work shows good effort, planning and pride. Participated in most class discussions.	Work shows basic effort, planning and pride. Participated in some class discussions.	Work shows minimal effort, planning and pride. Participated in few class discussions.	Work shows a lack of effort, planning and pride. No participation in class discussions.

Learning Plan

Create an architectural drawing that shows clear additive and subtractive techniques. Discuss the formal

structures comparing and contrasting emotional responses.