

UNIT 4

Content Area: **Fine Arts**
Course(s): **Art 7**
Time Period: **Marking Period 1**
Length: **1.5 weeks**
Status: **Published**

Course Pacing Guide

Model		
Unit	Marking Period 1	Weeks
Aesthetic Response and Critique Methodologies	Meeting every day	1.5 weeks

Unit Overview

Enduring Understandings

- Contextual clues to artist intent are embedded in artworks. Analysis of archetypal or consummate works of art require knowledge and understanding of culturally specific art within historical contexts.
- Art may be used for utilitarian and non-utilitarian purposes
- Performance technique in dance, music, theatre and visual art varies according to historical era and genre.
- Symbolism and metaphor are characteristics of art and art-making
- Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and 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.
- Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

Essential Questions

- What emotional response do you get from looking at a particular work of art?
- What is the difference between utilitarian and non-utilitarian work? Can they be both?
- Compare the differences between decorative and functional design.
- How does a style affect a work of art?
- How has art changes with the advancement of technology?
- When is symbolism and metaphor appropriate to use in art?

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.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.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Student Objectives

- Create a work of art with a stylized point of view.
- Use symbolism and metaphor to create a work of art.

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	Work generally unique, detailed and interesting.	Work somewhat unique, detailed or interesting.	Work occasionally unique, detailed or interesting.	Work not unique, detailed or interesting. Shows no original ideas or risks taken.

	and takes many creative risks	Explores some different options and takes some creative risks.	Shows some developing ideas but without a true sense of originality.	Shows minimal risks taken. Similar to examples shown.	
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

Using clay or another medium create a three dimensional work of art that demonstrates form and function. Decorative and functional work.

Make a collage using metaphor and symbolism to create a work of art.

