Unit 4: Aesthetic Responses and Critique Methodologies

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Generic Time Period**
Length: **45 days**
Status: **Published**

Unit Overview

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art.

Standards

VPA.3-5.1.4.5.1	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
VPA.3-5.1.4.5.1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.3-5.1.4.5.2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.3-5.1.4.5.2	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
VPA.3-5.1.4.5.3	Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
VPA.3-5.1.4.5.3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.3-5.1.4.5.4	Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
VPA.3-5.1.4.5.5	Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Essential Questions

- How does our acquisition of knowledge and skills in art enhance our ability to be creative and inventive decision-makers?
- What's the difference between a thoughtful and a thoughtless artistic judgment?
- How can we develop our own personal aesthetic?
- What makes a work of art successful?
- How do we judge the merit of a work of art?
- How does our knowledge of aesthetics and elements/principles of art help us critique works of art?

- How does making art help us understand the technical proficiency of an artist's work?

Application of Knowledge: Students will know that…

- A process of valuing art is developed when one is acquainted with aesthetic philosophies.
- Aesthetic awareness stimulates the imagination.
- Criteria for determining the aesthetic merits of artwork vary according to context
- Exposure to various cultures and styles influence an individuals' feeling towards artworks.
- Formalism in visual art varies according to personal, cultural, and historical contexts
- In order to articulate thoughts about a work of art one must be able to describe the technical proficiency of an artist's work.
- In order to express personal statements of both facts and opinions regarding works of art, one must apply domain specific arts terminology.
- The ability to identify art elements and articulate an informed emotional response to a work of art enables one to communicate through the use of metaphor and critical evaluation.
- The creation of art conceptualizes a personal and cultural reflection of one's individual sense of aesthetics
- The value and significance of art is inherent when one is able to interpret and understand works of art as object.
- Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts
- When critiquing a work of art one must be able to identify and differentiate the formal structures within the artwork.
- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes)

Application of Skills: Students will be able to…

- Analyze the aesthetic qualities of specified art works in oral and written response.
- Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
- Communicate ideas about the social and personal value of art.
- Construct (written and orally) a critique using the formal structure of description, analysis, interpretation and judgment.
- Critique artwork based on the elements and principles of art.
- Describe the technical proficiency of the artwork in writing and orally.
- Develop a process by which artwork will be observed, described, analyzed, interpreted and evaluated.
- Develop the capacity to perceive and respond imaginatively to works of art.
- Examine how exposure to various cultures and styles influence individuals' feelings towards artworks.

- Examine works that are functional and will analyze work that places emphasis on structural arrangement. Describe how an element of art contributes to the aesthetic value of the piece.
- Explain the compositional design of works of art.
- Identify and differentiate among basic formal structures within artworks.
- Incorporate personal life experience into an aesthetic response about an artwork.
- Judge artistic expression and quality in works of art. (their own creations and in the work of others)
- Use aesthetic knowledge in the creation of and in response to visual arts.

Assessments

- Teacher made rubric(s) to define and assess critique methodologies regarding the understanding of the process by which artwork will be critiqued. This will be done by using the formal structure of critique and aesthetic responses

- Written or oral assessment on how students employ basic, discipline-specific arts terminology based on works of art that may be organized according to their functions or artistic purposes (e.g. genres, mediums, messages, themes)

- Written and oral student self -assessment

Suggested Activities

- Employ basic, discipline-specific arts terminology to see how artistic pieces can serve a useful purpose in daily lives.
- Make informed aesthetic responses to artworks based on structural arrangement (Formalism) and know the characteristics that classify artwork as formal.
- Identify how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference in self-generated, peer and masterworks of art from diverse cultures and eras.
- Assess the application of the elements of art and principles of design in self-generated, peer and masterworks of visual artworks using measurable criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers (e.g., the application of the design elements and principals as the basic for formal structure).
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of master works of visual art from various cultures as well as self-generated and peer artwork.
- Use evaluative tools to evaluate the technical proficiency and application of the elements of art and principles of design in self-generated, peer and professional artworks.
- Distinguish ways in which individuals may disagree about the relative merits of artwork based on the personal, cultural and historical traditions and describe the purpose of the artwork and its intended audience.
- Critique ones artwork and other artwork by using the method of Round Robin class critique or written critique based on critical formal properties:
    - Describe, Analyze, Interpret, Judgment
- Critique ones artwork and other artwork by using the method of Round Robin class critique or written

critique based on critical aesthetic responsibilities

- E.g., What titles could you give this artwork and why? Name at least 3
- E.g., What elements of art and design are used most in the artwork and why do you think the artist used them most?
- E.g., What other things interest you about the artwork?
- E.g., How is the artwork communicating an idea?
- E.g., Is the art communicating ideas about social, politically, historical or personal context? How?
- E.g., What stands out most when you first see the artwork and why?
- E.g., How does this artwork make you feel and why?
- E.g., What in the artwork is factual and what is opinion and why?

Activities to Differentiate Instruction

Each student will work at his/her level of skill readiness and interest to interpret the assignment/s. Assistance and modification will be offered to those in need and challenges to take the project to a higher, more detailed level will be offered to advanced learners.

Students with needs and challenges:

- In the visual arts students will be given opportunities to increase their communication, fine and gross motor, choice-making and social interaction skills.
- Students will be able to discover and explore the fundamental elements of visual arts through the creation of artistic products. These elements include color, line, form, rhythm, space, timing, movement, mood.
- Students will be given opportunities to express and communicate idea verbally or non-verbally (typing, writing, pictorially) when referring to the aesthetics and making artwork. They will create works of art individually and with others. Assistance and modification will be offered. Pair share and working with a partner or group on discussing and creating artwork, will increase their verbal communication skills. Students will use computers, visual communicators, or orally to express and communicate thoughts and ideas in reference to art.
- Depending on student limitations student can use methods of description and interpret when using the formal properties of critique.
- Critique images with limited elements of art and design.

Advanced learners:

Students can research how and why artwork communicates political or social contexts explain (written or orally). They can express how ones artwork compares to historical/cultural artwork by analyzing the elements and principles of art used in the lesson.

Integrated/Cross-Disciplinary Instruction

Social Studies and World Language:

- Students will be able to recognize different styles of two and three-dimensional art throughout the world.

Science:

- Students will recognize different media used to create these images.

Language Arts Literacy:

- Students will be able to discuss verbally and write a critique based on their learned aesthetic skills.
- Students will be able to understand their feeling about a piece of art and communicate their findings.
- Students will understand why art is so diversified around the world.

Resources

“Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview." *Model Curriculum: Visual Performing Arts (K-12) - Visual Art Overview*. New Jersey Department of Education, n.d. Web. 07 July 2015. <http://www.state.nj.us/education/modelcurriculum/vpa/v/>.

“About the NEA." *National Council on the Arts*. National Endowment For the Arts, n.d. Web. 07 July 2015. <http://arts.gov/about/national-council-arts>.

"NAEA - National Art Education Association." *Home • National Art Education Association*. NAEA, n.d. Web. 07 July 2015. <http://www.arteducators.org/>.