Unit 4: Aesthetic Response & Critique Methodologies

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

Unit Overview

All students will demonstrate and apply an understanding of arts philosophies, judgement, and analysis to works of art in the visual arts.

Standards

VPA.6-8.1.4.8.1	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.6-8.1.4.8.1	Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
VPA.6-8.1.4.8.2	Art may be used for utilitarian and non-utilitarian purposes.
VPA.6-8.1.4.8.2	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.
VPA.6-8.1.4.8.3	Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
VPA.6-8.1.4.8.3	Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.
VPA.6-8.1.4.8.4	Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
VPA.6-8.1.4.8.5	Symbolism and metaphor are characteristics of art and art-making.
VPA.6-8.1.4.8.6	Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
VPA.6-8.1.4.8.7	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.

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?

- What is the impact of traditions on a work of art?

Application of Knowledge: Students will know that…

- A schema of valuing art is developed when one is acquainted with aesthetic philosophies
- Abstract ideas may be expressed in works of visual art using a genre's stylistic qualities
- Aesthetic awareness stimulates the imagination.
- Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts
- Art may be used for utilitarian and non-utilitarian purposes
- Artwork may be both utilitarian and non-utilitarian
- Awareness of basic elements of style and design in visual art inform the creation of criteria for judging
- Contextual clues to artistic intent are embedded in artworks
- Exposure to various cultures and styles influence an individuals' feeling towards artworks
- 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.
- One must classify elements and principles and consider traditions in the critique of works of art.
- Performance technique in visual art varies according to historical era and genre
- Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality
- Symbolism and metaphor are characteristics of art and art-making
- The ability to identify art elements and articulate an informed emotional response to a work of art empowers one to communicate through the use of imagery, metaphor and evaluation.
- The creation of art conceptualizes a personal and cultural reflection of one's individual sense of aesthetics
- The importance and importance of art is essential when one is able to interpret and understand works of art as object.
- When critiquing a work of art one must be able to identify and differentiate the formal structures within the artwork.

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.

- Cultivate the ability to perceive and respond imaginatively to works of art
- Describe how an element of art contributes to the aesthetic value of the piece.
- 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
- 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.
- Explain how an element of art can add to the aesthetic value of a work 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. (In one own creations and in the work of others)
- Use aesthetic knowledge in the creation of art 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
- Know the differences between each culture's art and their emotional meaning.
- Written and oral student self -assessment

Suggested Activities

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 responsibilites

- E.g., What titles could you give this artwork and why? Name at least 3
- E.g., What other things interest you about the artwork?
- 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?

Generate observational and emotional responses to diverse culturally and historically specific masterworks of visual art. Apply characteristics of exemplars to the creation of original two and three-dimensional works of art that evoke a similar categorical response.

- E.g., Awareness of diverse cultures and their differences in their art expressions, variety of mediums used, thematic differences, and display differences.

Describe formal structures and art making techniques used in the creation of two and three-dimensional artwork from different cultures and historical eras

- E.g., Use of armatures, structural supports, linear and mass emphasis, mixed media and final decoration (glazes, cloth, glass, metal, etc.).

Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas

- E.g., Wearable art in contrast to static (sculptural) art, usages of two and three- dimensional work in different cultural settings, Sculpture Gardens, Installations, and Earth Works.

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/assignment 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. Pare share, working with a partner or group on discussing and creating artwork. Using computer, visual communicators or orally to express and communicate thoughts and ideas in reference to art.

Depending on student limitations student can use methods of describtion 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 poitical 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/>.

Rohrer, Ken. "The Incredible Art Department (IAD)." *Incredible Art Department*. N.p., n.d. Web. 10 July 2015. <http://www.incredibleart.org/>.