# Unit 4 - Critique

Content Area: **Art**
Course(s):
Time Period: **Sept-Jan/Feb-June**
Length: **10 days, Grades 10, 11, 12**
Status: **Published**

**Crafts I - Textiles/Surface Design**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# CRAFTS 1 - TEXTILES/SURFACE DESIGN, Grades 10, 11, 12

# UNIT 4 - CRITIQUE

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** CHRISTINE DRISKILL, Visual Arts teacher

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

Board Approved:

## Unit Overview

**Unit 4 – Critique**

**1.** Allow students to verbalize a detailed analysis and evaluation of a work of art.

**2.** Allow students to gather basic information such as, artist's name, when the piece was created, and where it was made.

**3.** Allow students to explore personal description, analysis, interpretation, and judgment of a work of art.

**4.** Allow students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

**5.** Allow students to learn about how people have responded to and communicated their experiences through art making by exploring art in its historic and cultural contexts.

**6.** Welcome students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

**7.** Explore global art with the development of deep conceptual understandings and art historical skills.

## Enduring Understanding

**ENDURING UNDERSTANDING**

**1.** Artists can communicate artistice ideas and evaluations of a work of art.

**2.** Aesthetic knowledge fosters artistic appreciation and critical analysis.

**3.** Aesthetic knowledge facilitates interpretation of both one’s individuality and that of others.

**4.** An artist’s style is developed by constant and thorough exploration of different media and techniques.

**5.** Understanding “Reading” a work of art as: (1) describing what you see (2) analyzing the relationships between what you saw (3) interpreting the meaning of the work (4) evaluating or making a personal judgment about the quality and worth of the art.

**4.** An artist’s style is developed by constant and thorough exploration of different media and techniques.

**5.** Artists take risks by questioning the traditional use of materials and methods.

**6.** Artists take risks by questioning social norms and cultural traditions.

## Essential Questions

**ESSENTIAL QUESTIONS**

**1.** How does one "Read" other artist's aesthetic?

**2.** What role does critique play in other artist's final outcome of a work of art?

**3**. How will your knowledge of art and life help you to come up with your best guess as to the interpretation of a work of art.

**4.** What role will art play in your life?

**5.** Why should you care about other people's art?

**6.** How do I show my growing knowledge of visual art through critique?

## Exit Skills

**Upon completion of Unit 4, students should have acquired the ability to:**

1. Use complete sentences to describe what they see in the work of art.

2. Use complete sentences to analyze the artist's use of the Elements of Art and the Principles of Design within the work.

3. Use complete sentences to interpret what they have already discovered about the work of art.

4. Develop a good guess about the meaning of the work.

5. Use complete sentences to make a judgment about the work's worth based on the information they have gathered about the work.

6. Judgments must be supported by what they have learned through the first 4 steps of Understanding "Reading" a work of art as: (1) describing what you see (2) analyzing the relationships between what you saw (3) interpreting the meaning of the work (4) evaluating or making a personal judgment about the quality and worth of the art.

7. They must give reasons for their judgments.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 1.5.12acc.Cr | Creating |
| 1.5.12acc.Cr3a | Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. |
| 1.5.12acc.Pr | Presenting |
| 1.5.12acc.Pr4a | Analyze, select and critique personal artwork for a collection or portfolio presentation. |
| 1.5.12acc.Pr6a | Make, explain and justify connections between artists or artwork and social, cultural and political history. |
| 1.5.12acc.Re | Responding |
| 1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| 1.5.12acc.Re7b | Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of |

| | |
|---|---|
| | specific audiences. |
| 1.5.12acc.Re8a | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. |
| 1.5.12acc.Re9a | Determine the relevance of criteria used by others to evaluate a work of art or collection of works. |
| 1.5.12acc.Cn | Connecting |
| 1.5.12acc.Cn11a | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts. |
| 1.5.12acc.Cn11b | Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.RH.11-12 | Reading History |
| LA.RST.11-12 | Reading Science and Technical Subjects |
| LA.RST.11-12.2 | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| LA.WHST.11-12 | Writing History, Science and Technical Subjects |
| LA.WHST.11-12.1 | Write arguments focused on discipline-specific content. |
| SOC.6.1.12.B.2 | Geography, People, and the Environment |
| SOC.6.1.12.D.2 | History, Culture, and Perspectives |

## Learning Objectives

**LEARNING OBJECTIVES**

**1.** Identify differentiated components for reading art.

**2.** Recognize and describe works of art in terms of the use of the design principles and in written materials.

**3.** Differentiate between objective and subjective thoughts.

**4.** Recognize the role critique plays in other artist's final outcome of a work of art

**5.** Incorporate proper use of vocabulary throughout the critiquing process.

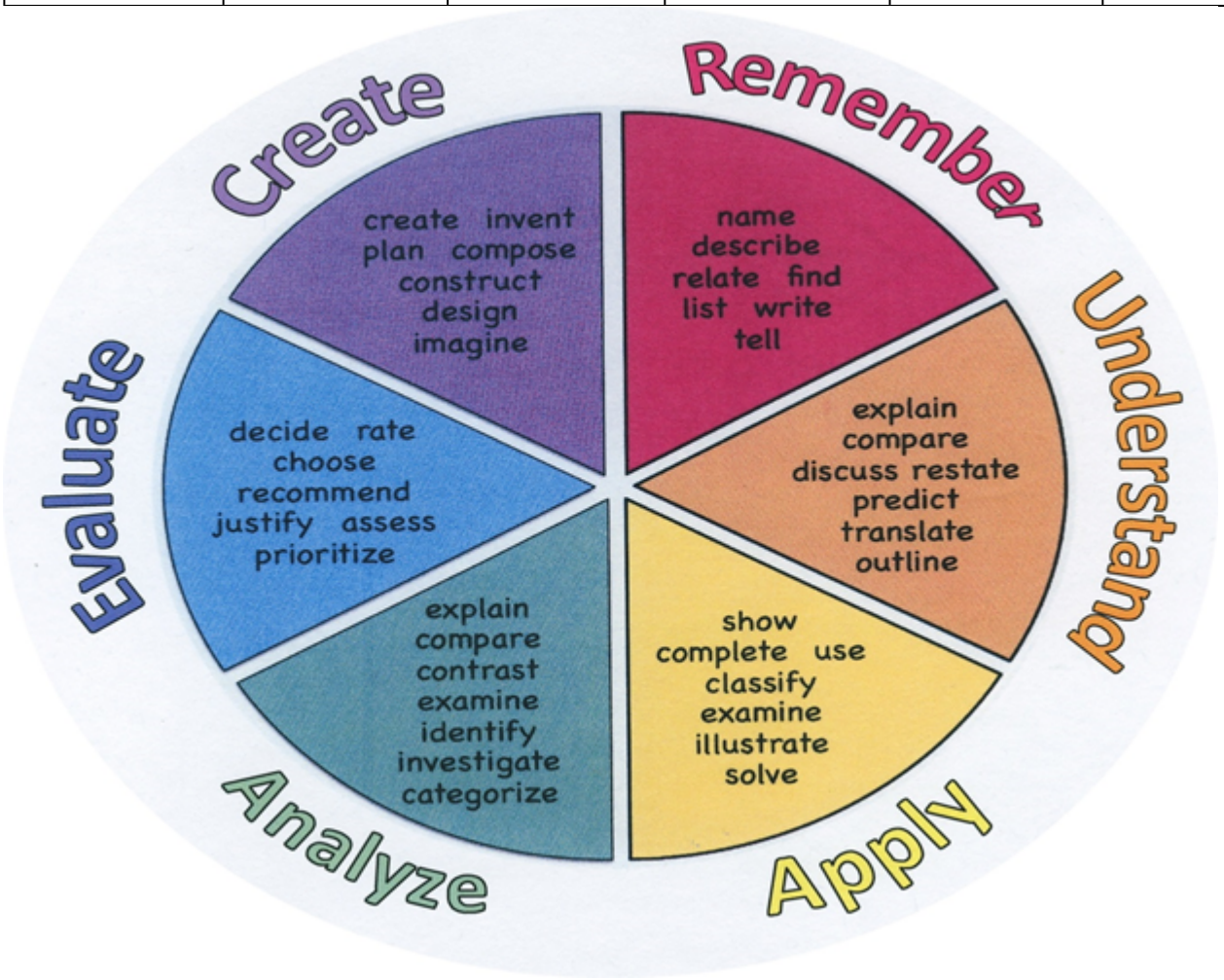
**6.** Recognize the cause and effect relationship between art and society as seen throughout history.

**7.** Formulate an opinion on artwork of different styles, genres and historical periods.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |

| | | | | | |
|---|---|---|---|---|---|
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



## Suggested Activities & Best Practices

**1.** Practice the method of critiquing to discover the meaning of a work of art.
**2,** Follow a step-by-step process of logical thinking.
**3.** Demonstrate and display works of art to be “Read” as a work of art based on what you see, analyzing the relationships between what you see, interpreting the meaning of the work, and evaluating or making a personal judgment about the quality and worth of the art.
**4.** Daily observation of individual student learning.

## Assessment Evidence - Checking for Understanding (CFU)

**Assessment Evidence:**

**1.** Sketchbooks/Journals (formative assessment)

**2.** Individual critiques (formative assessment)

**3.** Group critiques (alternative assessment)

**4.** Admit tickets (formative assessment)

**5.** Exit Tickets (formative assessment)

**6.** Study Guides (formative assessment)

**7.** Teacher Daily Observations (formative assessment)

**8.** Summary Questions (summative assessment)

**9.** Cooperative structured learning activities (formative assessment)

**10.** Do-Now Activities (formative assessment)

**11.** Portfolio Review (summative assessment)

**12.** Create a product/solve a design problem (summative assessment)

**13.** Quarterly/Mid-Term/Final Exam (Benchmark assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

**1.** *Art Critiques: A Guide,* James Elkins

**2.** *How to Use Your Eyes,* James Elkins

**3.** *Successful Art Class Critique,* Marvin Martel

## Ancillary Resources

**1.** *Art Across Time,* Laurie Schneider Adams
**2.** *Art History,* Marilyn Stockstad
**3.** Metropolitan Museum of Art's Heilbrunn Timeline of Art History
**4.** The Getty Institute, getty.edu
**5.** WebArt, webart.com
**6.** Internet, Virtual Museum Tour
**7.** Scholastic ART magazine

## Technology Infusion

**Examples could include:**

Online museum/gallery sites: ex.-Museum of Modern Art, www.moma.org

Classroom and artist blogs

Google cultural institute

Art critiques on social media

Ipad apps such as Adobe Sketch

Getty Institute

Khan Academy

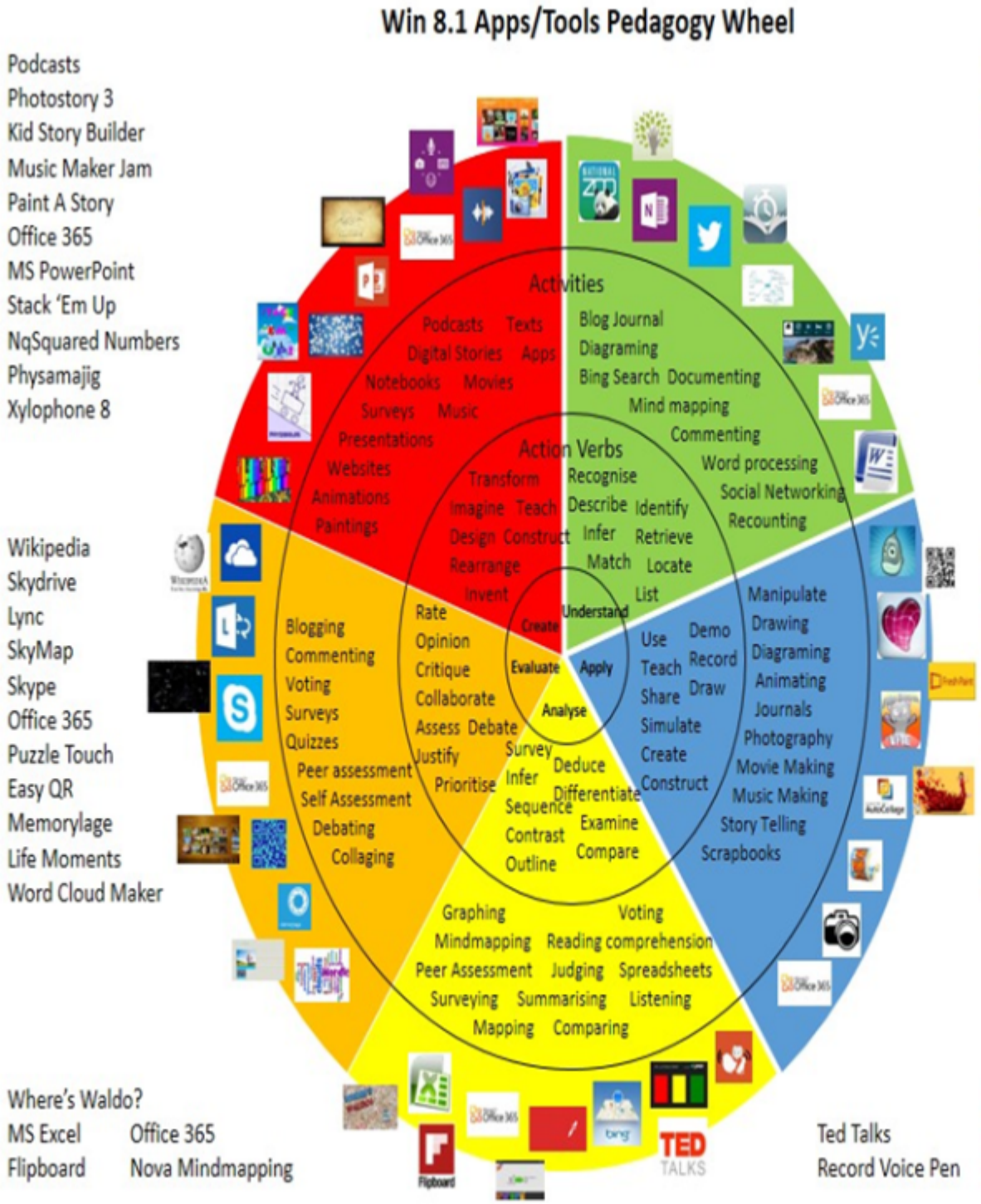
Kahoot

Flipgrid

Jamboard

Art/Design talks using TEDTalks

PBS Learning Media




Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth. |
| 9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| 9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| 9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 9.4.12.DC.7 | Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). |
| 9.4.12.IML.9 | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). |
| 9.4.12.TL.1 | Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.). |
| 9.4.12.TL.4 | Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6). |

## 21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**1.** Students will have the same subject matter but will have different outcomes.
**2.** Progress will be the same but the product will be different.
**3.** Guided instruction, direct instruction, group instruction.
**4.** Assist students with IEP & 504 guidelines.
**5.** Study guides, group and peer instruction, extended time/ test time, oral testing
**6.** Small group instruction
**7.** Small group assignments
**8.** Extra time to complete assignments
**9.** Pairing oral instruction with visuals
**10.** Repeat directions
**11.** Scheduled breaks
**12.** Rephrase written directions
**13.** Alternative formative and summative assessment
**14.** Leveled rubrics
**15.** Project-based learning
**16.** Exploration by interest

**17.** Open-ended activities

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

**Special Education Learning** adaptations that will be employed in the unit

- Provide modifications as dictated in the student's IEP/504 plan
- Additional time for skill mastery
- Have student repeat directions
- Check work frequently for understanding
- Secure attention before giving instructions
- Extended time on quizzes
- Preferential seating
- Printed Copy of text
- Assistive technology

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

- using videos, illustrations, pictures, and drawings to explain or clarify
- teaching key aspects of a topic. Eliminate nonessential information
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- provide an interpreter
- translate study guides

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

- decreasing the amount of work presented or required
- using videos, illustrations, pictures, and drawings to explain or clarify
- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- providing study guides
- allowing students to correct errors (looking for understanding)
- marking student's correct and acceptable work, not the mistakes
- reducing or omitting lengthy outside reading assignments
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- modifying tests to reflect selected objectives
- allowing the use of note cards or open-book during testing
- communication with counselor, parent/guardians in reference to the lesson.
- after school project/specific tutoring
- extra one-on-one class time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

- Create a blog or social media page about their unit
- Debate issues with research to support arguments
- Complete activities aligned with above grade level text using Benchmark results
- Advanced problem-solving
- Above grade level placement option for qualified students
- Higher order, critical & creative thinking skills, and discovery
- Flexible skill grouping within a class or across grade level for rigor
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Multi-disciplinary unit and/or project
- Allow students to work at a faster pace
- Communicating with parent/guardian regarding after school classes
- Communicating with parent/guardian regarding college opportunities
- Offering after school art experiences

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

ART CRITIQUE

NJSLS: See links below

Interdisciplinary Connection: World History - global/contemporary perspectives, World Language - big ideas,words, phrases, these, art influences large numbers of people, ELA - reading and writing about art

Statement of Objective: Students learn about the basic components of art criticism using art vocabulary

through their knowledge of art movements and genres.

Anticipatory Set/Do Now: Class watches the lesson Art Criticism: Definition, Function & Examples, Hold a short discussion about the content.

Learning Activity: Students participate in a group activity where they use vocabulary and the principles in the lesson to critique artwork, students view different popular pieces of art that are abstract enough to leave room for multiple interpretations.

Student Assessment/CFU's: Individual critiques - formative assessment; Group critiques - formative assessment

Materials: Art Criticism: Definition, Function & Examples

21st Century Themes and Skills: Global awareness, Environmental literacy, Civic literacy, Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving

Differentiation/Modification: STudents will have same submject matter but will have different outcomes, Groups and peer instruction, extra time to complete assignments.

Integration of Technology: Internet access, Google Classroom, Google slide presentations.

| | |
|---|---|
| 1.5.12acc.Re | Responding |
| 1.5.12acc.Re7 | Perceiving and analyzing products. |
| 1.5.12acc.Re7a | Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. |
| 1.5.12acc.Re7b | Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences. |
| 1.5.12acc.Re8 | Interpreting intent and meaning. |
| 1.5.12acc.Re8a | Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works. |
| 1.5.12acc.Re9 | Applying criteria to evaluate products. |
| 1.5.12acc.Re9a | Determine the relevance of criteria used by others to evaluate a work of art or collection of works. |