

# **\*Unit 4 - CRITIQUE**

Content Area: **Art**  
Course(s): **Intro to Art**  
Time Period: **September**  
Length: **20 Days - Grades 9,10**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Introduction to Art - Grades 9,10,11**

**CRITIQUE**

**Belleville Board of Education**

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Board Approved:

## **Unit Overview**

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### **Unit 4 – Critique**

1. External and self-critique improves and clarifies our processes and products.
2. Foster artistic appreciation and critical analysis.
3. Appreciate the importance of visual art.
4. Develop student's ability to describe, analyze, interpret, and evaluate their own, and other works of art.
5. 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.
6. Explore global art with the development of deep conceptual understandings and art historical skills.
7. Allow students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

## **Enduring Understanding**

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### **Enduring understandings:**

1. Aesthetic ideals change over time and across cultures.
2. Aesthetic knowledge fosters artistic appreciation and critical analysis.
3. The clarity of a work of art and its ability to communicate can be affected by the manner in which it is shown.
4. The critique requires a set of guidelines and operates within established criteria.

## **Essential Questions**

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### **Essential Questions:**

1. How does one come to appreciate the importance of visual art?
2. How does one develop one's own aesthetic?
3. How does the artist's choice of materials affect a work of art?
4. How do we read and understand a work of art?
5. How does the presentation of an artwork affect its significance and meaning?
6. What criteria must be present for a critique to take place?

## **Exit Skills**

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By the end of Unit 4:

1. All students will demonstrate an understanding of critique by:
  - Knowledge of aesthetics.

- Understanding artistic appreciation.
- Constructive criticism of the works of art of peers and predecessors.

2. All students will understand that

- External and self-critique improves and clarifies our processes and products.
- Interpretations of art are variable.

3. All students will recognize the unique qualities of art.

- Critique
- Techniques and methods
- Effects
- Characteristics

## **New Jersey Student Learning Standards (NJSL)**

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Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.

VA.9-12.1.5.12prof.Pr6a

Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural or political beliefs and understandings.

VA.9-12.1.5.12prof.Re7

Perceiving and analyzing products.

Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.

How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?

VA.9-12.1.5.12prof.Re7a

Hypothesize ways in which art influences perception and understanding of human experiences.

VA.9-12.1.5.12prof.Re7b

Analyze how one's understanding of the world is affected by experiencing visual arts.

VA.9-12.1.5.12prof.Re8

Interpreting intent and meaning.

People gain insights into meanings of artworks by engaging in the process of art criticism.

What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?

VA.9-12.1.5.12prof.Re8a

Interpret an artwork or collection of works, supported by relevant and sufficient evidence

	found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products. People evaluate art based on various criteria. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.
VA.9-12.1.5.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding. People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
VA.9-12.1.5.12prof.Cn11a	Describe how knowledge of culture, traditions and history may influence personal responses to art.
VA.9-12.1.5.12prof.Cn11b	Describe how knowledge of global issues, including climate change, may influence personal responses to art.
CS.9-12.8.2.12.IH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.

## **Interdisciplinary Connections**

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### World History:

Global studies.

### 21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
SOC.6.2	World History: Global Studies
SOC.6.2.6	Contemporary Issues
9-12.HS-ESS2-4.ESS2.D	Weather and Climate
9-12.HS-ESS2-4.ESS2.D.2	Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.

## Learning Objectives

1. Clarify, judge, identify, and assess their own and other works of art.
2. Produce and categorize imagery for its communicative nature.
3. Demonstrate personal feelings through visual imagery.
4. Combine the effect of visual elements on everyday decision making and personal taste.
5. Choose proper vocabulary verbally and in written form.

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**

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- Demonstrate the clarity of a work of art and its ability to communicate.
- Recognize that art is present in our daily surroundings.
- Recognize that art helps to bridge the gaps in such areas of learning as Math, History, Science, Technology.
- Understand how Art History reading enhances historical facts.
- Daily observation of individual student learning.
- Research disabled artists such as Van Gogh who suffered with epilepsy, Paul Klee who had scleroderma, Chuck Close and Henri Matisse who worked from a wheelchair
- Research artists of color such as Kehinde Wiley, Romare Bearden, Jacob Lawrence
- Research LGBTQ artists such as Andy Warhol, Julie Mehretu, Keith Haring
- Research artists of the Holocaust such as Edgar Ainsworth, Leslie Cole, Eric Taylor
- Research artists of the Asian American culture

	Interpret
VA.9-12.1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
VA.9-12.1.5.12acc.Re9	Applying criteria to evaluate products.  How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?
VA.9-12.1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

### **Assessment Evidence - Checking for Understanding (CFU)**

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- Admit Tickets - formative assessment
  - Exit Tickets - formative assessment
  - Evaluation rubrics - formative assessment
  - Journals - alternative assessment
  - Explaining - formative assessment
  - Evaluate - formative assessment
  - Define - alternative assessment
  - Describe - formative assessment
  - Study Guide - formative assessment
  - Teacher Daily Observations - formative assessment
  - Review Questions - summative assessment
  - Vocabulary - formative assessment
  - Summary Questions - formative assessment
  - Quizzes/Tests - summative assessment
  - Cooperative structured learning activities
  - Do-Now activities - formative assessment
  - Portfolio Review - summative assessment
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- 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**

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- The Critique Habdbook, The Art Student's Sourcebook and Survival Guide, Kendall Buster and PAula Crawford
- The Business of Being an Artist, Daniel Grant
- *On Becoming an Artist*, Ellen Langer
- *Art Fundamental Theory and Practice*, Ocvirk, Bone, Stinson, Wigg
- *The Complete Book of Drawing*, Barrington Barber
- *Color, A Complete Guide for Artists*, Ralph Fabri
- *Art From Intuition*, Dean Nimmer
- *Artists Journals and Sketchbooks*, Lynn Perrella

## **Ancillary Resources**

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- The Getty Institute, [getty.edu](http://getty.edu)
- The Metropolitan Museum of Art - Heilbrunn Timeline of Art History
- WebArt, [webart.com](http://webart.com)
- Internet, Virtual Museum Tours
- *Anatomy for the Artist*, Tom Flint & Peter Stanyer
- *The Encyclopedia of Drawing Techniques*, Hazel Harrison
- *The Natural Way to Draw*, Kimon Nicolaides
- *The Human Figure in Motion*, Eadweard Muybridge
- *Art Across Time*, Laurie Schneider Adams
- *Art History*, Marilyn Stockstad's

## **Technology Infusion**

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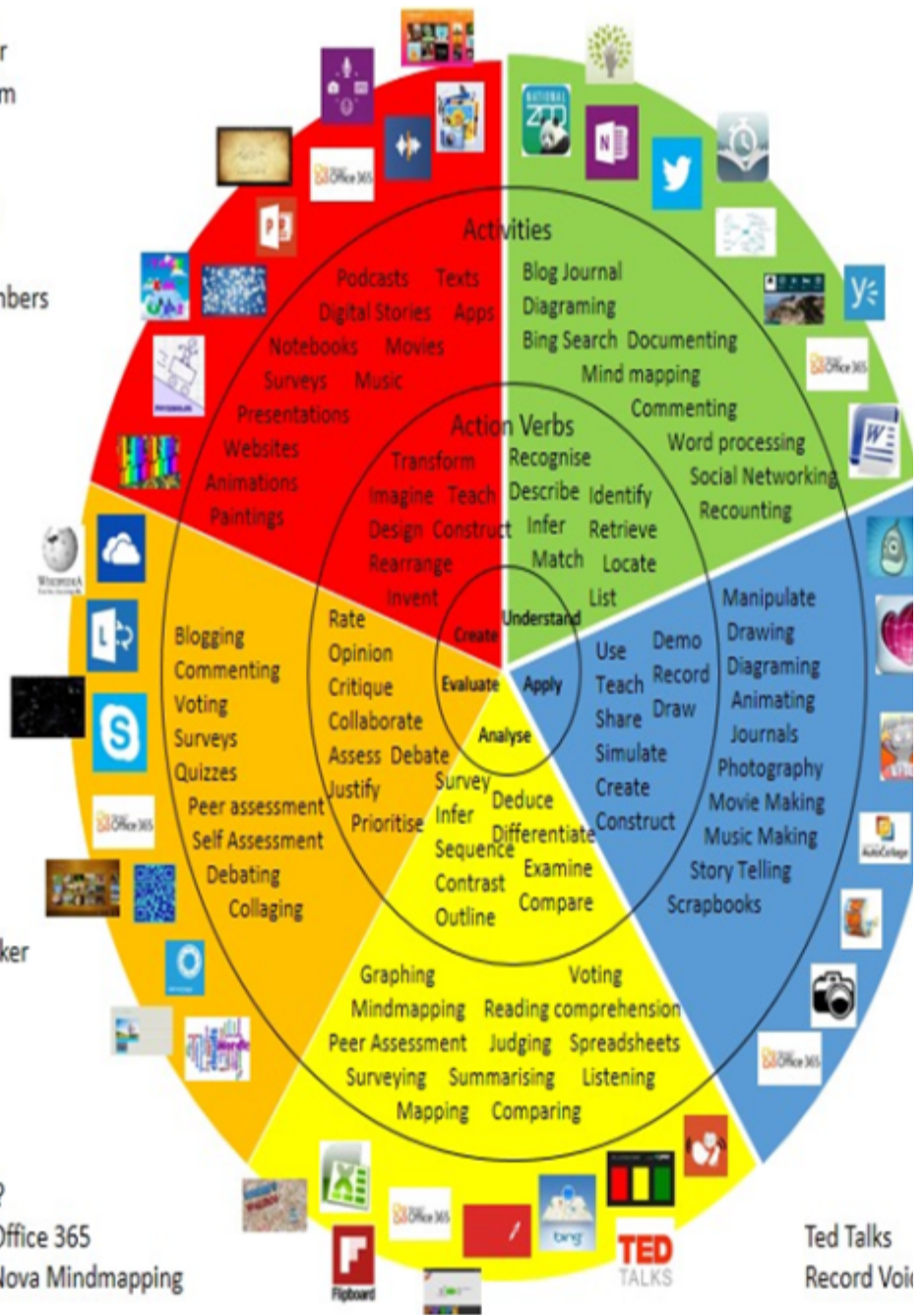
- Khan Academy
- Artsonia
- Google Institute
- Wikipedia
- Artweb
- Getty Institute of Discipline Based Art Education
- Sketchbook Express

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
 Photostory 3  
 Kid Story Builder  
 Music Maker Jam  
 Paint A Story  
 Office 365  
 MS PowerPoint  
 Stack 'Em Up  
 NqSquared Numbers  
 Physamajig  
 Xylophone 8

Wikipedia  
 Skydrive  
 Lync  
 SkyMap  
 Skype  
 Office 365  
 Puzzle Touch  
 Easy QR  
 Memorylage  
 Life Moments  
 Word Cloud Maker

Where's Waldo?  
 MS Excel  
 Flipboard  
 Office 365  
 Nova Mindmapping



Ted Talks  
 Record Voi

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

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- Creativity and innovation
- Critical thinking and problem solving
- Communication, and collaboration are encouraged, taught, and assessed
- Metropolitan Museum of Art Resources for Educators Lesson Plans
- Louvre Virtual Tours
- Khan Academy
- Google.com-cultural institute art collection
- Artsonia - World's Largest Student Art Museum.

WRK.9.2.12.CAP	Career Awareness and Planning
WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.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).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).

## 21st Century Skills/Interdisciplinary Themes

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- Khan Academy
- Artsonia
- Google Institute
- PBS Learning
- Newsela
- Art 21
- Art Web

- Getty Institute
- Sketchbook Express

- 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**

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- Career paths in the field of art - Research artists on ART 21 website
- Communication and Collaboration
- Information Literacy - Read about Visual Arts current events on Newsela
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving - Using The Phillips Collection - Learn & Collect Pre K-12 Education

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

## **Differentiation**

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- Students will have the same subject matter but will have different outcomes.
- Progress will be the same but the product will be different.
- Guided instruction, direct instruction, group instruction.
- Assist students with IEP & 504 guidelines.
- Study guides, group and peer instruction, extended time/ test time, oral testing
- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Scheduled breaks
- Rephrase written directions

- Alternative formative and summative assessment
- Leveled rubrics
- Project-based learning
  
- Exploration by interest
- Open-ended activities

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

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- additional time for skill mastery
  
- preview of content, concepts, and vocabulary
  
- behavior management plan
  
- have student repeat directions to check for understanding
  
- teacher initiated weekly assignment sheet
  
- assistive technology
  
- check work frequently for understanding
  
- secure attention before giving instruction/directions
  
- multi-sensory presentation
  
- preferential seating
  
- Reduced/shortened written assignments
  
- printed copy of board work/notes provided
  
- peer tutoring
  
- testing with counselor
  
  
- 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)**

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- 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 clarify
  - 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 work presented 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**

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- 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 students' 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 tests
  - communication lesson with counselor, parent/guardians
  - after school vocabulary tutoring
  - extra one-on-one class time relating to proper critique techniques
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- 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 work presented 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)**

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- 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 wit parent/guardian regading after school classes
  - Communicating wit parent/guardian regading college opporrtiniites
  - Offering after school art experiences
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- 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**

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**UNIT: Critique Still Life Paintings of Reflective Glass Using Acrylic Paint**

**INTERDISCIPLINARY CONNECTION: Northern European History of the 17th Century,**

## **Mathematical Ratios and Proportions.**

**STATEMENT OF OBJECTIVE:** SWDAT increase knowledge of vocabulary regarding glazing, stumping, and sgraffito using acrylic paint, application of shades and highlights to create the illusion of dimension; critique paintings for their formal qualities.

**ANTICIPATORY SET/DO NOW:** Formulate, hypothesize, and plan an exercise using knowledge of different acrylic paint techniques and useful constructive criticism to deconstruct the quality of individual work.

**LEARNING ACTIVITY:** Clarify, describe, and discuss how to use critique methods helpful towards the goal.

**STUDENT ASSESSMENT/CFU's:** Linked below

**MATERIALS:** Canvas board, pencils, acrylic paint, brushes, internet reference, YouTube, reference books.

**21st CENTURY THEMES & SKILLS:** Critical thinking, communicating.

**DIFFERENTIATION:** Students will have the same subject matter but will have different outcomes. (Progress will be the same but the product will be different). Guided instruction, direct instruction, group instruction. Assist students with IEP & 504 guidelines. Study guides, group and peer instruction, extended time/ test time, oral testing

**INTEGRATION OF TECHNOLOGY:** YouTube demos, Virtual museum tours.

VA.9-12.1.5.12prof.Pr	Presenting
VA.9-12.1.5.12prof.Pr4	Selecting, analyzing, and interpreting work. People gain insights into meanings of artworks by engaging in the process of art criticism. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
VA.9-12.1.5.12prof.Re8a	Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.
VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?