Unit 4 - CRITIQUE Copied from: DRAWING & PAINTING 2.5, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

DRAWING & PAINTING - GRADES 10,11,12

CRITIQUE

Belleville Board of Education

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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 f 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 ther 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.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
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.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr6	Conveying meaning through art.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re7	Perceiving and analyzing products.
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.
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
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

Social Studies:

Developments in painting during the Renaissance and the Enlightenment through to Modern Day art.

World History:

Global studies.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
SOC.6.1.12.B.1	Geography, People, and the Environment
SOC.6.1.12.C.1	Economics, Innovation, and Technology

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

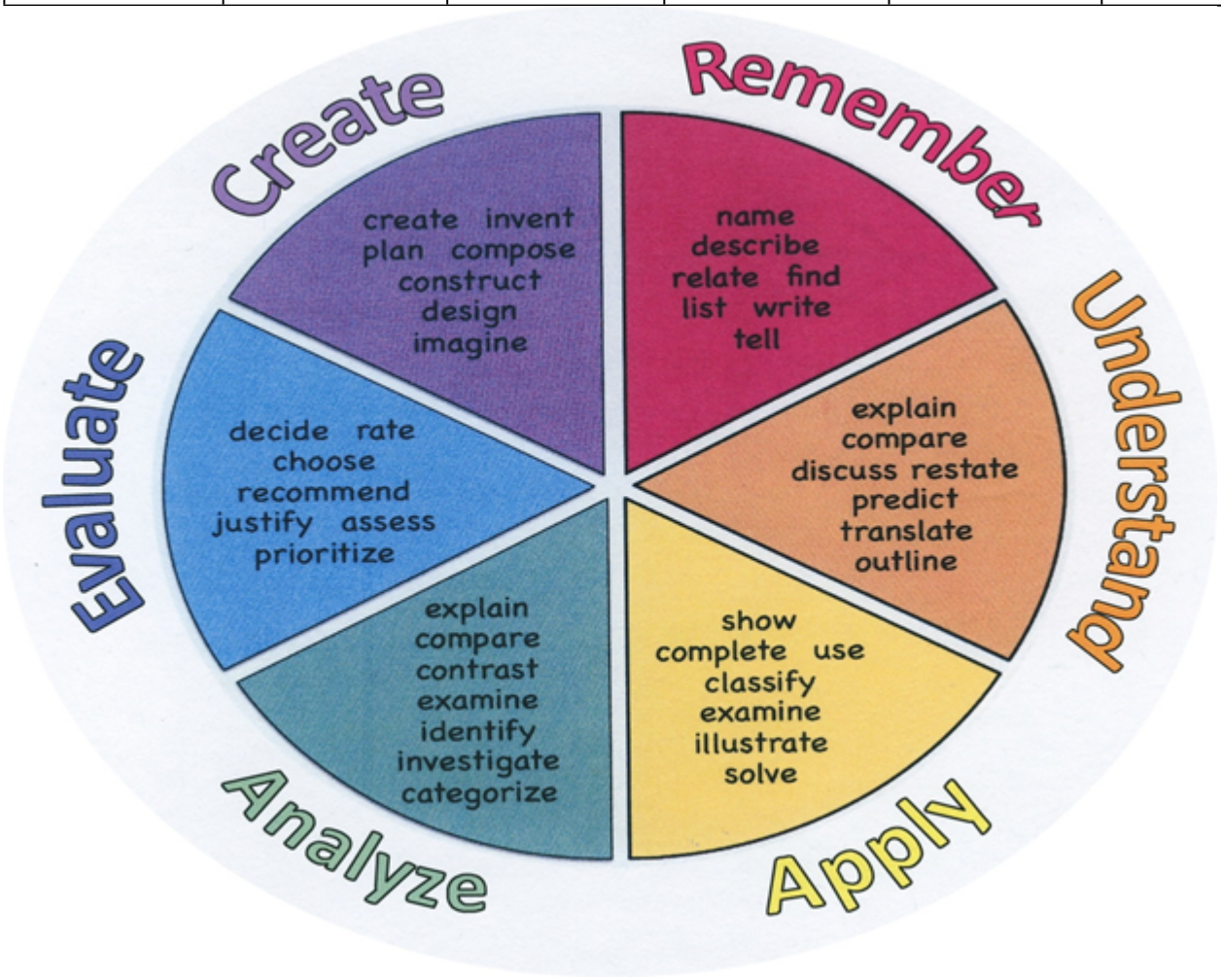
5. Incorporate proper use of vocabulary throughout the critiquingprocess.

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

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 Recite Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Indicate Interrelate Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Select Show Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Subdivide Survey Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Determine Grade Justify Measure Rank Rate Support Test	Originate Organize Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



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)

1. Individual critiques - formative assessment

2. Group critiques - formative assessment

3. Admit tickets - formative assessment

4. Exit Tickets - formative assessment

5. Creating Study Guides - alternative assessment

6. Teacher Daily Observations - formative assessment

7. Do-Now Activities - formative assessment

8. Portfolio Review - summative assessment

9. Creating a Product - summative 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

Ancillary Resources

1. *Art Across Time,* Laurie Schneider Adams
2. *Art History,* Marilyn Stockstad's
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 Tours

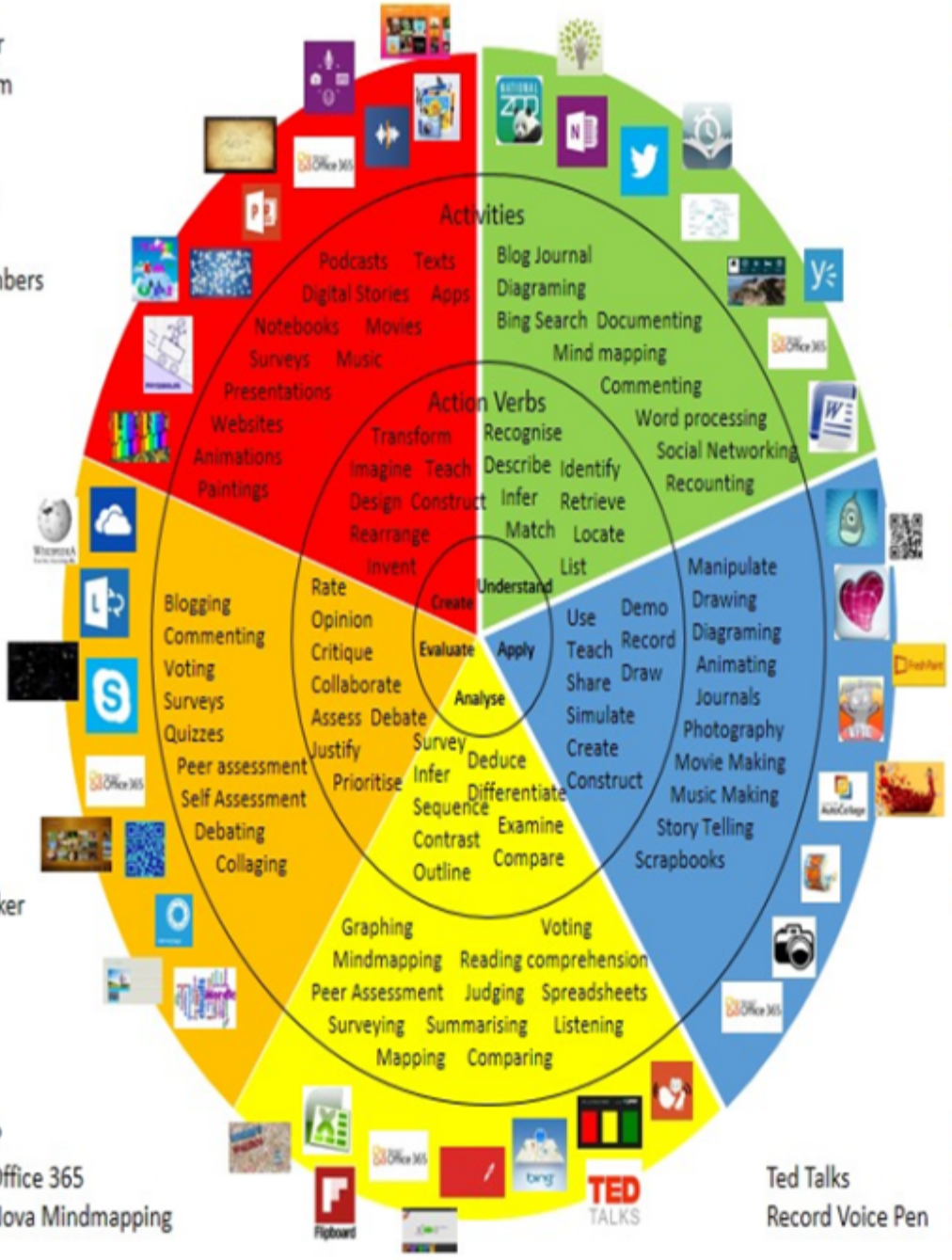
Technology Infusion

1. Khan Academy
2. Artsonia
3. Google Institute
4. Flipgrid
5. Artweb
6. Getty Institute of Discipline Based Art Education
7. 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 Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

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

1. Creativity and innovation, critical thinking and problem solving, communication, and collaboration are encouraged, taught, and assessed.

2. Khan Acdemy, Google.com-cultural institute art collection.

LA.RH.11-12	Reading History
MA.G-CO.D	Make geometric constructions
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

21st Century Skills/Interdisciplinary Themes

1. Global awareness
2. Environmental literacy
3. Civic literacy
4. Communication and Collaboration
5. Creativity and Innovation
6. Life and Career Skills
7. Critical Thinking and Problem Solving

- 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

1. Global awareness
2. Environmental literacy
3. Civic literacy
4. Communication and Collaboration
5. Creativity and Innovation
6. Life and Career Skills

7. Critical Thinking and Problem Solving

- 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

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

1. Preview of content, concepts, and vocabulary
2. Behavior management plan
3. Have student repeat directions to check for understanding
4. Teacher initiated weekly assignment sheet
5. Assistive technology
6. Check work frequently for understanding
7. Secure attention before giving instruction/directions8. multi-sensory presentation
8. Preferential seating
9. Reduced/shortened written assignments
10. Printed copy of board work/notes provided

11. Peer tutoring
12. Testing with counselor

13. Additional time for skill mastery

- 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)

1. Using videos, illustrations, pictures, and drawings to explain or clarify
2. Teaching key aspects of a topic. Eliminate nonessential information
3. Having peers take notes or providing a copy of the teacher's notes
4. Providing study guides
5. Allowing students to correct errors (looking for understanding)
6. Reducing or omitting lengthy outside reading assignments
7. Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts,

graphs, slide shows, videos, etc.) to demonstrate student's learning;
8. Provide an interpreter
9. 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

1. decreasing the amount of workpresented or required
2. using videos, illustrations, pictures, and drawings to explain or clarify
3. tutoring by peers
4. having peers take notes or providing a copy of the teacher's notes
5. providing study guides
6. allowing students to correct errors (looking for understanding)
7. marking students' correct and acceptable work, not the mistakes
8. educing or omitting lengthy outside reading assignments
9. allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
10. modifying tests to reflect selected objectives
11. allowing the use of note cards or open-book during tests
12. communicating anatomy lesson with counselor, parent/guardians
13. after school anatomy drawing tutoring
14. extra one-on-one class time relating to anatomy drawing

- 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)

1. Create a blog or social media page about their unit
2. Debate issues with research to support arguments
3. Complete activities aligned with above grade level text using Benchmark results
4. Advanced problem-solving
5. Above grade level placement option for qualified students
6. Higher order, critical & creative thinking skills, and discovery
7. Flexible skill grouping within a class or across grade level for rigor
8. Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
9. Multi-disciplinary unit and/or project
10. Allow students to work at a faster pace
11. Communicating wit parent/guardian regading after school anatomy classes
12. Communicating wit parent/guardian regading college opportiniites
13. Offering after school anatomy art experiences
14. Communicating wit parent/guardian regading after school antomy classes
15. Communicating wit parent/guardian regading college opportiniites
16. Offering after school anatomy art experiences in district

- 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 below

Interdisciplinary Connection:

Social Studies:

European protest depictions

World History:

Global studies of Spanish anti-war protests

World Language:

Big ideas, words, phrases, themes, art influences large numbers of people.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

Social Studies:

Goya's 'The Third of May 1808' -French Massacre of the Spanish rebellion.

Picasso's 'Guernica' - April 27, 1937, when Hitler's powerful German air force, acting in support of Franco, bombed the village of Guernica in northern Spain.

World History:

Global studies.

European History.

World Language:

Big ideas, words, phrases, themes.

21st Century Life Skills:

Creative, critical thinking, collaborative problems solving.

Statement of Objective: Students learn about the basic components of art criticism using art vocabulary through their knpwledge 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 Edvard Munch's 'The Scream', Goya's 'The Third of May 1808', Picasso's 'Guernica'

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

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.