Unit 01: The Art of the Critique

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **On Going**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12adv.Cr	Creating
1.5.12adv.Cr1	Generating and conceptualizing ideas.
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2	Organizing and developing ideas.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3	Refining and completing products.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr	Presenting
1.5.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6	Conveying meaning through art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re	Responding
1.5.12adv.Re7	Perceiving and analyzing products.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8	Interpreting intent and meaning.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and

	defend a plausible critical analysis.
1.5.12adv.Re9	Applying criteria to evaluate products.
1.5.12adv.Cn	Connecting
1.5.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

Brief Summary of Unit

The critique is integral in the success and growth of the artist. Students will use their knowledge of the elements and principles of design to describe, analyze and evaluate compositions. The initial sessions will be used to refresh student knowledge of the formal critique process that the students will use throughout the year to discuss the work of others and themselves in individual and group sessions. This process will also be used to support creative and aesthetic decisions of the student artist in the artmaking process.

Essential Questions/ Enduring Understandings

● How does the process of critique aid in making creative and aesthetic decisions of the student artist in the art making process?

● How does understanding the elements and principles of design and composition aid in developing an opinion about a work of art?

● How do you analyze and describe a work of art based on the elements and principles of design?

● What makes a work of art successful?

● The critique helps the artist to see his/her creation.

● The critique aids the artist in completing a successful piece of art.

● The knowledge of the elements and principles of design is necessary to critique a work of art.

Students Will Know/Students Will Be Skilled At

● Key critique vocabulary including, but not limited to critical analysis, emphasis, unity, space, value, etc. and how to use them.

● How to use the elements and principles of design to critique works of art.

● How to describe, analyze and evaluate a work of art and what makes it successful.

● Various famous artists and their work.

● The importance of the critique process in the successful completion of artwork.

● Using the elements and principles of design to critique works of art.

● Engaging in group discussions to critique works of art.

● Creating successful works of art.

● Making informed personal responses during critiques.

Learning Plan

● Preview the essential questions and connect to learning throughout the unit.

● Handouts describing expectations, vocabulary, terms, etc.

● Teacher presentation and introduction of lessons of art elements, principles and critiquing process (may include one or more of the following: video, computer presentations, periodicals, reproductions).

● Teacher presentation of composition and the analyzing of composition.

● Design student activity to demonstrate student understanding of composition.

● Design student activity to practice the critiquing process and the development of personal opinions of viewed art.

● Design student activity to practice defending opinions based on evidence formed from understanding the elements and principles.

● Teacher model/class development of successful critique of a work of art.

● Teacher model/class development of a successful analysis of a composition of a work of art.

● Student critiques of famous artist’s works and analysis of the composition.

● Student critiques of student work, written and oral, ongoing during the course.

● Student analysis of the composition of student work, written and oral, ongoing during the course.

● Teacher and student development of rubric to apply to process and product of the critique for use in all units of study to be amended as new media and processes are encountered. (2-D vs 3-D works of art).

Evidence/Performance Tasks

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Presenting/ Producing, Connecting, and Responding.

Tasks will include:

● Completion of written critiques of famous artist's and student work.

● Completion of exit questions based on vocabulary and techniques.

● Engaging in group critiques of famous artist's and student work.

● Creating artwork that demonstrates knowledge, skill and understanding of composition, the elements and principles of design and how they are used.

● Rubric, explaining the 3 Basic Features of an Artwork (subject, composition and content/significance).

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications