

# Unit 3: Aesthetic Responses and Critique – The Student as Viewer of Art Copied from: Grade K, Copied on: 11/30/23

Content Area: **Fine Arts**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **34 Weeks**  
Status: **Published**

## Brief Summary of Unit

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Students will be introduced to the awareness of distinct characteristics of art works and begin to recognize the patterns of style and theme. Students will begin to develop a way to analyze and judge works in a positive and objective manner through using the language of the elements and principles of art.

Art teachers at the elementary level design their own unique lesson plans in order to incorporate the essential questions provided in this unit. The order in which this information is presented is dependent upon the variables specific to each elementary school community.

## Standards

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

VA.K-2.1.5.2.Cr1a	Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
VA.K-2.1.5.2.Cr1b	Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
VA.K-2.1.5.2.Cr2a	Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.
VA.K-2.1.5.2.Cr2b	Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.
VA.K-2.1.5.2.Cr2c	Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.
VA.K-2.1.5.2.Cr3a	Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.
VA.K-2.1.5.2.Pr4a	Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.
VA.K-2.1.5.2.Pr5a	Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.
VA.K-2.1.5.2.Pr6a	Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

VA.K-2.1.5.2.Re7a	Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
VA.K-2.1.5.2.Re7b	Describe, compare and categorize visual artworks based on subject matter and expressive properties.
VA.K-2.1.5.2.Re8a	Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.
VA.K-2.1.5.2.Re9a	Use art vocabulary to explain preferences in selecting and classifying artwork.
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
VA.K-2.1.5.2.Cn11a	Compare, contrast and describe why people from different places and times make art.
VA.K-2.1.5.2.Cn11b	Describe why people from different places and times make art about different issues, including climate change.
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).

## Transfer

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- • Appropriately form judgments and engage in constructive critique.
- • Make connections to other cultural and global subject areas.
- • Recognize the artistic and aesthetic contributions of past and present artists.

## Essential Questions

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- • How can we learn to understand art?
- • How can we talk about art?
- • What do you see when you look at art?
- • What is art?
- • Where do artists get their ideas?
- • Why does one create art?
- • Why is art important?

## Essential Understandings

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- • Artworks are created for a variety of reasons, and there are many kinds of art.
- • Observation of exemplary works may demonstrate patterns in theme, style, or feeling.
- • Visual art is a language for understanding and expressing feelings and ideas.

## Students Will Know

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- • Begin to communicate individual responses to works of art and recognize common themes.
- • Begin to express the feelings that they have in response to a work of art.
- • Begin to make judgments about how the elements and principles of art and design are being utilized in works of art.
- • Begin to recognize how the elements of art, like line, shape, color, and texture, can be utilized throughout an artist's body of work.

## **Students Will Be Skilled At**

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- • Creating a work of art that will express feeling, using the elements of art to emphasize the meaning.
- • Creating works of art that demonstrate similar styles to utilizing the elements of art.
- • Sharing their thoughts with peers about the approaches and process chosen to create a work.
- • Speaking openly and positively about one's own artwork.

## **Evidence/Performance Tasks**

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- • Assessment of both process and product of individual works to include two and three-dimensional works.
- • Collaboration and dialogue with peers about process and product of personal and viewed artwork in classroom.
- • Communication with teacher through question and answer discussion, allowing for description of personal art and viewed art in the classroom.
- • Pre-assess student understanding of the elements and principles of art through student created artwork in the beginning of the school year

## **Learning Plan**

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- • Create activities to promote the process of art critique.
- • Create dialogue opportunities for students to discuss and debate what they recognize in diverse works of art.
- • Create rubrics with students to be used as a guide to assess observable criteria.
- • Develop routine questioning techniques to build upon throughout school year to prompt active evaluations of works viewed.
- • Implement concepts through unique lessons plans designed by the teacher, in two- and three-dimensional works, to best represent specific artistic styles and aesthetics.
- • Pre-assess student understanding of the elements and principles of art through student created artwork in the beginning of the school year.
- • Present introductions to various artists and their styles through various visual examples.
- • Provide opportunities for students to share their prior knowledge and gained knowledge through group discussions, or in small groups and pairs.

## Materials

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### Suggested Strategies for Modifications

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- • Auditory re-phrasing to assist students.
- • Examples of successful projects to model.
- • Hands on activities.
- • Individualized instruction where needed.
- • Smartboard projector.
- • Use of Visual Aids such as photographs, and presentation tools.
- • Working in small groups.