

Unit 4: Critique and Presentation (Weeks 24-36)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

In order to become effective communicators, artists must learn to formally analyze, interpret, and judge works of art based on design elements, art historical references, and aesthetics.

ESSENTIAL QUESTIONS

How can the viewer "read" a work of art as text?

What can we learn from our responses to art?

How do artworks reflect what is valued by those who make them or those who view them?

What is the value of engaging in the process of art criticism?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSL)S) - Grades 9-12 - Visual and Performing Arts (2020) - Visual Arts

1.5.12adv.Cr2a:

Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

1.5.12acc.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.

1.5.12adv.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.

1.5.12acc.Pr4a:

Analyze, select and critique personal artwork for a collection or portfolio presentation.

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.

1.5.12acc.Pr5a:

Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.

1.5.12prof.Re7b:

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

1.5.12prof.Re9a:

Establish relevant criteria in order to evaluate a work of art or collection of works.

VA.9-12.1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
VA.9-12.1.5.12acc.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.
VA.9-12.1.5.12adv.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.
VA.9-12.1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA.9-12.1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
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.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
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).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
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PRE-ASSESSMENTS

- Student Visual Art Portfolio

INSTRUCTIONAL PLAN

MODULE 1

Student Learning Intentions (SLI) WALT: (We are learning to...)

Students will write a critique of an artwork.

Students will be able to identify the works of contemporary artists covered in class.

Students will write a formal critique of their own work.

Students will select, prepare, and display their artworks for exhibition.

Students will write short narratives for their artwork exhibit

Students will engage in class discussion.

Student Learning Strategies

- lecture
- class discussion
- class critique
- student research
- teacher feedback during the class period
- questioning to check for understanding
- observations of student progress
- written self-critique/reflection

Success Criteria

Students will critique a work using a specific process that involves; identifying the work, analyzing the elements and principles, interpreting meaning, and judging.

Students will identify types of contextual information useful in the process of interpreting an artwork.

Students will determine the commonalities within a group

	<p>of artists or visual images attributed to a particular type of art, time frame, or culture.</p> <p>Students will gain confidence in arguing their point/persuasion, using evidence, both verbally and in writing.</p>
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> - Student notes - Rough drafts of student writing - class discussion and critique
<p>Activities and Resources</p>	<p>Barnet, Sylvan. <i>A Short Guide to Writing About Art</i>, 4th Edition. NY, NY: Harper Collins College Publishers, 1993.</p> <p>Drysdale Green, Jean. <i>ArtEffects</i>. New York: Watson-Guption Publications, 1993.</p> <p>Feldman, Edmund Burke. <i>Varieties of Visual Experience</i>, 4th Edition. Englewood Cliffs, NJ: Prentice Hall, Inc., 1992.</p> <p>Gardner, Cheryle C. "Sample Visual Arts Curriculum for Virginia Public Schools." Virginia Department of Education, 1 June 2015. Web. 22 July 2015.</p> <p>Graham, Mark A. "Teaching Conversations, Contemporary Art, and Figure Drawing". <i>Art Education; The Journal of the National Art Education Association</i>. May 2012.</p> <p>"Home National Core Arts Standards." Web. 21 July 2015.</p> <p>Reyner, Nancy. <i>Acrylic Revolution</i>. Cincinnati, OH: North Light Books, 2007.</p> <p>Sayre, Henry M. <i>Writing About Art</i>, 6th Edition. Upper Saddle River, NY: Pearson/Prentice Hall, 2009.</p> <p>Smith Jones, Heather. <i>Wet Paper Paint: Exploring Creativity With Watercolor and Mixed Media</i>. Beverly, MA: Quarry Books, 2011.</p>
<p>Suggested Modifications</p>	<p>English Language Learners</p>

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front-loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Classwork such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way G & T students are provided the same opportunity for support as special needs students.

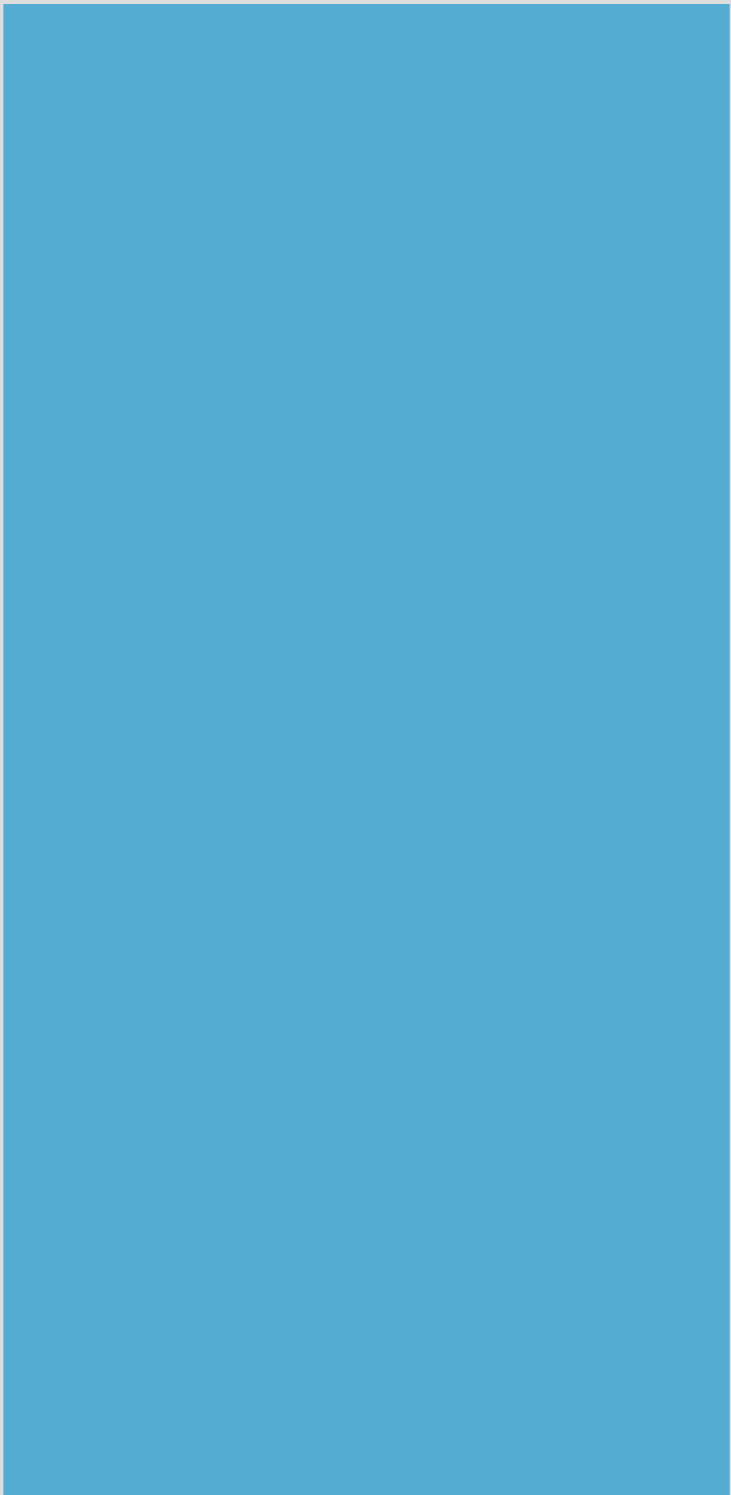
Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in a simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.



Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day writes down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands-On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch, and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

REFLECTIONS

FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.