Unit 4: Critique

Content Area: **Art**
Course(s): **Generic Course, Acting I**
Time Period: **Generic Time Period**
Length: **3 Weeks**
Status: **Published**

Unit Overview

In this unit, students will learn how to properly critique for theatre performance. Students will learn how to positively and productively critique themselves, and their peers on ability and growth during in class performances. They will also become familiar with written critiques after attending a large scale main stage production.

VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

Transfer

Students will be able to independently use their learning to...

- Appropriately reflect on their work and self-critique.
- Appropriately reflect and respond to their peer's work and respectfully critique.
- Formulate a proper response to creative expression.
- Apply verbal and written critique methods to any performance.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- There is an appropriate and polite way to give and receive critique.
- Critique is essential for growth.
- There is always something positive and constructive to say about a performance.
- Critique should be constructive and supportive with articulated solutions.

Essential Questions

Students will keep considering...

- How can critique help you as a performer?
- How important is self reflection?
- How can critiquing others improving your performance?
- How can articulating critique enhance skills?
- Why is critique important?
- How can self reflection before, during, and after the performance preparation benefit the actor?

Application of Knowledge and Skill

Students will know...

Students will know...

- There is an appropriate and polite way to give and receive critique.
- Critique is essential for growth.
- There is always something positive and constructive to say about a performance.

- Critique should be constructive and supportive with articulated solutions.

Students will be skilled at...

Students will be skilled at...

- Giving and receiving constructive and supportive critique.
- Applying improvements given by peer and teacher critique.
- Writing and articulating critique.

Academic Vocabulary

- Character
- Actor
- Constructive Criticism
- Critique
- Stars and Wishes

Learning Goal

- Students will be able to appropriately reflect on their work and self-critique.
- Students will be able to appropriately reflect and respond to their peer's work and respectfully critique.
- Students will be able to formulate a proper response to creative expression.
- Students will be able to apply verbal and written critique methods to any performance.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.
Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

Target 1--(Level Four)

SWBAT:

Apropriately reflect on their work and self-critique.

- appropriately reflect on their work and self-critique.

VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Target 2--(Level Three)

SWBAT:

Appropriately reflect and respond to their peer's work and respectfully critique.

- Appropriately reflect and respond to their peer's work and respectfully critique.

VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
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| VPA.1.4.12.B.2 | Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. |

Target 3--(Level Three)

SWBAT:

Formulate a proper response to creative expression.

- formulate a proper response to creative expression.

VPA.1.1.12.C.2	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Target 4--(Level Four)

SWBAT:

Apply verbal and written critique methods to any performance.

- Students will be able to apply verbal and written critique methods to any performance.

VPA.1.3.12.C.2	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
VPA.1.3.12.C.CS1	Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
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	evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Summative Assessment

- 2 written critiques based off of the main stage productions
- Self reflections throughout the year

21st Century Life and Careers

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.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

- Peer critiques of other students.
- Self-critique.
- Written reflection assessments.

Differentiation / Enrichment

- Enhanced communication skill
- Peer critique
- Self-critique
- Teacher monitoring/assessing
- The assessment grade is based on effort, attempt at skill, and participation. Allowing all to succeed in the activity.

Unit Resources

Rubric to follow

- Assessment Rubric
- Critique Sheets
- Self Critique Sheet
- Stars and Wishes