

Unit 9: Critique

Content Area: **Art**
Course(s): **Ceramics**
Time Period: **2nd Marking Period**
Length: **1 Week**
Status: **Published**

Unit Overview

Students will learn the appropriate way to critique a piece of art in a positive, educated and affective way.

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.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 these skills to become a successful student in the ceramics room.

Meaning

Understandings

Students will understand.

- The proper way to give a critique.
- What you focus on during a critique.
- The proper vocabulary.
- How to give constructive criticism.

Essential Questions

Students will keep considering...

- Why is this important?
- How can this be helpful for the artist's critique?
- What to avoid when giving a good critique.

Application of Knowledge and Skill

Students will know...

Students will know...

- How to critique a piece of art.
- How to give constructive criticism.
- Vocabulary for critiques.

Students will be skilled at...

Students will be skilled at...

- Critique.

Academic Vocabulary

Learning Goal

Students is able to use vocabulary and terminology correctly to give a constructively critical critique of another students art work.

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| 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.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. |

Target 1-- Level 1 Retrieval

SWBAT: : Using vocabulary correctly

-
- : Using vocabulary correctly

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Target 2-- Level 3 Analysis

SWBAT: Giving a critique that constructively critical.

- giving a critique that constructively critical

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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.

Target 3-- Level 4 Knowledge Utilization

SWBAT: Knowing the difference between constructive and just and criticism.

- Knowing the difference between constructive and just and criticism.

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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.

Target 4-- Level 4 Knowledge Utilization

SWBAT: Being able to articulate your thoughts about a piece into a thoughtful and educated statement.

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Summative Assessment

1. Critique.
2. Daily use.

21st Century Life and Careers

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| 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. |

Formative Assessment and Performance Opportunities

1. In-class writing, speaking and listening activities.
2. Class participation.
3. Teacher observation.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. vocabulary lists.
3. Note-taking devices.

Enrichment:

2. Students will be provided with handouts on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create opportunities for deeper learning.

Unit Resources

- paper
- pen

Interdisciplinary Connections

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| LA.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| LA.SL.11-12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| LA.SL.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.3 | Critical Thinking |

