

07_Critiquing: Articulation

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

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objective: Critiquing requires knowledge of art terminology for proper verbal discussion.

Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Enduring Understandings: People evaluate art based on various criteria.

CONTENT AREA STANDARDS

VA.9-12.1.5.12prof.Re9	Applying criteria to evaluate products.
VA.9-12.1.5.12prof.Re9a	Establish relevant criteria in order to evaluate a work of art or collection of works.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- People evaluate based on various criteria.
- There are descriptive techniques, authenticating statements, and specific terminology when participating in an art critique.

Procedural Knowledge

Students will be able to:

- Use specific terminology and speak about art confidently.
- Observe subtly in the work.
- Accurately describe the work for its visual merit.
- Express and validate opinions.
- Determine criteria to evaluate a work of art.

EVIDENCE OF LEARNING

Alternate Assessments

- Multimedia Presentations
- Teacher/Student Conferences

Formative Assessments

Students will be asked to explain and elaborate on their observations.

Summative Assessments

Students must be able to demonstrate their understanding, implementation and mastery of verbal art critiquing during formal class sessions.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Teacher developed and created Power Point presentations

Authentic artist examples

Student examples

Class discussions

Questions and answers

Available technology

Tools

Handouts

Teacher demonstrations

One on one differentiated instruction

INTERDISCIPLINARY CONNECTIONS

Understanding appropriate engagement strategies when giving and receiving feedback is valuable in society.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.