

3-5 Unit 4, Art, Viewing, Understanding, Verbalizing, Creating and Appreciating Art

Content Area: **Art**
Course(s): **Art**
Time Period: **April**
Length: **10 weeks**
Status: **Published**

Common Core Standards

AR.3-5.1.4.5	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
AR.3-5.1.4.5.1	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
AR.3-5.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
AR.3-5.1.4.5.2	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
AR.3-5.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
AR.3-5.1.4.5.3	Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
AR.3-5.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
AR.3-5.1.4.5.1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
AR.3-5.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
AR.3-5.1.4.5.2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
AR.3-5.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
AR.3-5.1.4.5.3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
AR.3-5.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
AR.3-5.1.4.5.4	Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
AR.3-5.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
AR.3-5.1.4.5.5	Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).
AR.3-5.1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Student Learning Objectives

Students will be able to identify characteristics of artists and art movements.

Students will be able to compare and contrast the historical and cultural significance of art.

Students will be able to distinguish qualities and merits of works of art.

Students will be able to understand that they can agree or disagree in evaluation of art.

Students will be able to decode clues in works of art for artistic intent.

Students will be able to organize and categorize works of art by genres, medias, themes, and messages.

Students will be able to recognize how art communicates ideas about personal and social values.

Students will be able to assess the application of the elements and principles of design.

Students will be able to use art terminology to evaluate the strengths and weaknesses of visual art.

Enduring Understanding

Verbal discussion to organize and categorize works of art in genres, medias, messages and themes.

Verbalize how art communicates personal and social values.

Recognize and discuss the application of the elements and principles of design.

Search and decode clues to help sort fact from opinion in works of art.

Use art terminology to evaluate the strength and weaknesses of visual art.

Debate the merits of artwork.

Essential Questions

Can we 'read' and understand a work of art and what do you think the artist was trying to say?

Why do certain themes recur in art?

What makes a work of art great?

Do you think there are things in artwork that don't make sense?

Can you like artwork if no one else does?

If the work has subjects or characters, what is their relationship? What would they be thinking or saying?

Instructional Activities

Open discussions of famous works of art

Create projects inspired by famous artists, movements, and cultures

Texts and Resources

<http://www.metmuseum.org/metmedia>

<http://smartmuseum.uchicago.edu/smartkids/home.html>

Jacksonpollade.org

mrssmoke.onsugar.com

Assessment

Student observation

Student discussion of famous art works

Informal vocabulary assessment

Rubric