

**Course:** *Foundations of Art*  
**Unit #:** 3 (*Responding*)

**Year of Implementation:** 2021-2022

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### Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

**Unit Standards:**

**Anchor Standard 7: Perceiving and analyzing products.**

*Performance Expectations:*

*Proficient*

- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences.
- 1.5.12prof.Re7b: Analyze how one's understanding of the world is affected by experiencing visual arts.

*Accomplished*

- 1.5.12acc.Re7a: Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.

*Advanced*

- 1.5.12adv.Re7a: Analyze how responses to art develop over time based on knowledge of and experience with art and life.
- 1.5.12adv.Re7b: Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.

*Career Readiness, Life Literacies, and Key Skills:*

- 9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

**Anchor Standard 8: Applying criteria to evaluate products.**

*Performance Expectations:*

*Proficient*

- *1.5.12prof.Re8a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.*

*Accomplished*

- *1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.*

*Advanced*

- *1.5.12adv.Re8a: Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.*

*Career Readiness, Life Literacies, and Key Skills:*

- *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).*
- *9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*
- *9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).*
- *9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).*

**Anchor Standard 9: Interpreting intent and meaning.**

*Performance Expectations:*

*Proficient*

- *1.5.12prof.Re9a: Establish relevant criteria in order to evaluate a work of art or collection of works.*

*Accomplished*

- *1.5.12acc.Re9a: Determine the relevance of criteria used by others to evaluate a work of art or collection of works.*

*Advanced*

- *1.5.12adv.Re9a: Construct evaluations of a work of art or collection of works based on differing sets of criteria.*

*Career Readiness, Life Literacies, and Key Skills:*

- *9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)*
- *9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
- *9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).*
- *9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).*

- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

**Transfer Goal:** Students will be able to independently and collaboratively apply their learning to respond like an artist to engage with the world around them.

LRHSD Long Term Learning Goals

Understand and interpret the effect society has on art and in return art on society.

Transfer classroom learning to an array of tasks outside of the classroom, including the school and the surrounding community.

Develop an artistic ethic that includes self-motivation, self-reflection, and time-management as working skill-sets.

Be able to act equally and equitably as critics and artists in order to create and critique in a cohesive working relationship.

Enduring Understandings

Students will understand that. . .

*EU 1 (From Anchor Standard 1)*

- individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- visual arts influence understanding of and responses to the world.

*EU 2 (From Anchor Standard 2)*

- people gain insights into meanings of artworks by engaging in the process of art criticism.

*EU 3 (From Anchor Standard 3)*

- people evaluate art based on various criteria.

Essential Questions

*EU 1*

- How do life experiences influence the way you relate to art?
- How does learning about art impact how we perceive the world?
- What can we learn from our responses to art?
- What is visual art?
- Where and how do we encounter visual arts in our world?
- How do visual arts influence our views of the world?

*EU 2*

- What is the value of engaging in the process of art criticism?
- Can you read art?
- How does knowing and using visual art vocabulary help us understand and interpret works of art?

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|   | <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>How does one determine criteria to evaluate a work of art?</i></li> <li>• <i>How and why might criteria vary?</i></li> </ul>  |
| <p><u>Knowledge</u><br/>Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>the four parts of critique: description, analysis, interpretation and evaluation. (7,8)</i></li> <li>• <i>the criteria for art evaluation using the principles of positive critique and observation of the elements of art and principles of design. (7,8)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>themes, purposes, responses, etc. of art. (7,9)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>the intentional uses of the elements of art and principles of design to guide the viewer's interpretation/sensory experience. (7,8,9)</i></li> <li>• <i>having an open discussion (regardless of topic) is an essential part of necessary communication skills. (7,8,9)</i></li> </ul> | <p><u>Skills</u><br/>Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• <i>take part in a collaborative critique and class discussion to evaluate artwork based upon facts without malice. (7,8,9)</i></li> <li>• <i>analyze artwork and determine the negative and positive aspects as they relate to the artist's use of the elements and principles of design. (7,8)</i></li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• <i>decipher the role art can play amidst various life experiences within the community and society as a whole. (7,8)</i></li> <li>• <i>determine how art has, and continues to, influence the world in which they live. (9)</i></li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• <i>recognize the importance of each element and principle and their roles in the construction of a successful piece. (7,8)</i></li> <li>• <i>utilize the framework of a critique to navigate everyday scenarios and how it can promote positive communication skills. (7,8)</i></li> </ul> |

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| <b>Stage Two - Assessment</b>   |  |
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| <u>Other Evidence:</u> <ul style="list-style-type: none"><li>• <i>Teacher evaluation of student critiques through observation of class discussions. Students must be able to describe, analyze, interpret and evaluate works of art verbally.</i></li><li>• <i>Teacher editing and evaluation of written critiques and/or self-evaluations.</i></li><li>• <i>Teacher discussion and student evaluation of art work using a critique outline.</i></li></ul>  |  |
| <b>Stage Three - Instruction</b>  |  |
| <u>Learning Plan:</u> <b>Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:</b> Each learning activity listed must be accompanied by a learning goal of <b>A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.</b> {place A, M and/or T along with the applicable EU number in parentheses after each statement} <ul style="list-style-type: none"><li>• <i>Teacher will demonstrate the four parts of critique and guide students through the use of these parts during oral and written critiques. (A, EU3)</i></li><li>• <i>Describe, analyze, interpret and judge designs both in writing and verbally using appropriate vocabulary (A,M,T EU3)</i></li><li>• <i>Using a visual prompt, the students will analyze the use of the elements and principles in a class discussion and a written/oral response. (M,T EU3)</i></li><li>• <i>Use supplemental materials/media (websites, textbooks, museum trips, images, Powerpoints, etc), as needed, critique works of art outside of the classroom setting or on location. (M EU1,2)</i></li><li>• <i>Adapt and refine students' work based upon clients requests. (T EU1,2,3)</i></li><li>• <i>Independently perform the criteria for critique process at art exhibitions both in and out of the classroom. (T EU1,2,3)</i></li><li>• <i>Students design a rubric for evaluating artwork. (T EU3)</i></li></ul> |  |