

Course: Sculpture
Unit #4: Aesthetics and Critiquing Methodologies

Year of Implementation: 2024-2025

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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:**

- **Content Standards**

- Anchor Standard 1: Generating and conceptualizing ideas

- Performance Expectations
- Proficient

- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
- 1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.
- 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

- Accomplished

- 1.2.12acc.Cr1a: Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
- 1.2.12acc.Cr1b: Organize and design artistic ideas for media arts productions.
- 1.2.12acc.Cr1c: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
- 1.2.12acc.Cr1d: Apply aesthetic criteria in developing and refining media arts artwork.

- Advanced

- 1.2.12adv.Cr1a: Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
- 1.2.12adv.Cr1b: Fluently integrate a sophisticated personal aesthetic for media arts productions.
- 1.2.12adv.Cr1c: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
- Anchor Standard 2: Organizing and developing ideas
 - Performance Expectations
 - Proficient
 - 1.2.12prof.Cr2a: Organize and design artistic ideas for media arts productions.
 - 1.2.12prof.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.
 - 1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.
- Accomplished
 - 1.2.12acc.Cr2a: Organize and design artistic ideas for media arts productions.
 - 1.2.12acc.Cr2b: Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
 - 1.2.12acc.Cr2c: Apply aesthetic criteria in developing and refining media arts artwork.
- Advanced
 - 1.2.12adv.Cr2a: Fluently integrate a sophisticated personal aesthetic for media arts productions.
 - 1.2.12adv.Cr2b: Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources and personal limitations.
- Anchor Standard 3: Refining and completing products
 - Performance Expectations
 - Proficient
 - 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.

- 1.2.12prof.Cr3b: Refine and modify media artworks, emphasizing aesthetic quality and intentionally accentuating stylistic elements to reflect an understanding of personal goals and preferences.
- Accomplished
 - 1.2.12acc.Cr3a: Apply ideas with deliberate choices in organization, integrating content and stylistic conventions.
 - 1.2.12acc.Cr3b: Demonstrate an understanding of media art principles through a selection of tools and production processes.
 - 1.2.12acc.Cr3c: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.
- Advanced
 - 1.2.12adv.Cr3a: Synthesize ideas with content, processes and components to express compelling purpose, demonstrating mastery of media arts principles such as hybridization.
 - 1.2.12adv.Cr3b: Intentionally and consistently define and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences and contexts.

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

- **21st Century Life & Career Standards**

- 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.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.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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

- **English Companion Standards**

- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Grade 9-10 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion9-10.pdf
- Grade 11-12 Companion Standards:
https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Companion11-12.pdf
- **Interdisciplinary Content Standards**
 - 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.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.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction

shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to synthesize professional evaluations given by a sculptor and artist.

As aligned with LRHSD Long Term Learning Goal(s):

- Students will be able to act equally and equitably as critics and artists in order to create and critique in a cohesive working relationship.
- Develop an artistic ethic that includes self-motivation, self-reflection, and time-management as working skill-sets.
- Understand, interpret, and apply skills and techniques across the spectrum of art in both two and three dimensional mediums.

Enduring Understandings

Students will understand that. . .

EU 1

- analyzing artwork is essential to the growth of an artist.

EU 2

- artwork can be perceived differently and will vary between viewers.

EU 3

- constructive feedback is an essential skill for growth and development of artists.

Essential Questions

- When is something considered art?
- Why should art be critiqued?

Knowledge

Students will know . . .

EU 1

- parts of critique: evaluation, description, analysis. (1.2.12adv.Cr3a)

EU 2

- how to employ elements of art and principles of design to enhance interpretation. (1.2.12adv.Cr3a,1.2.12adv.Cr2b)

EU 3

Skills

Students will be able to. . .

EU 1

- use a four part critique format. (1.2.12adv.Cr3a)

EU 2

- analyze artwork and determine personal opinion. (1.2.12adv.Cr2b3, 1.2.12adv.Cr2b)

EU 3

- take part in a collaborative critique and evaluate

- how to use communication skills when having an open discussion. (1.2.12adv.Cr2b)

artwork.(1.2.12adv.Cr2b)

Stage Two - Assessment

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Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Investigate careers in the visual arts through the use of websites, textbooks, museum trips, images, powerpoints. (A, EU2)
- Teacher will provide various examples of careers in the art and the expectations that go with them, and students will create presentations demonstrating their understanding of these careers and expectations. (A, M, EU2)
- Use mixed media to create original artwork. (M, EU1, EU2)
- Analyze compositional and stylistic principles of artworks in multiple art media. (M, EU1, EU2)
- Identify the styles and artistic processes used in the creation of culturally and historically diverse two and three-dimensional artworks, and emulate those styles by creating an original body of work. (T, EU2)
- Students will demonstrate different ways that 2D and 3D media can be applied to a final composition. (T, EU2, EU3)
- Apply an advanced knowledge of elements and principles of design to two and three dimensional projects. (T, EU2)
- Apply an advanced knowledge of different tools, mediums and techniques to create original 2D and 3D artworks. (T, EU2)
- Participate and prepare work for display in art shows and/or contests both in school and in the community. (T, EU2)
- Create original art using a variety of media and methodologies to produce a portfolio demonstrating proficiency in a variety of media. (T, EU1, EU2, EU3)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	Creating	45
2	History Art and Culture	45
3	Performance	45
4	Aesthetics and Critiquing Methodologies	45

Instructional Materials

- Drawing materials
- Painting materials
- Sculpture materials
- Field Trips

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.