

Southern Regional High School District

Course of Study

Department ART Course Number 7004

Course Title:

ART FUNDAMENTALS
Written by Jennifer Miller
June 2008

Essential Questions of the Course:

- 1.) What is art?
- 2.) How does art address the needs of humanity?
- 3.) Why do we create art?
- 4.) Is all art beautiful?
- 5.) How do the Elements of Art and Principles of Design help and artist to create a piece of artwork?
- 6.) How has art making changed through out history?

Assessments:

WRITTEN: Student's knowledge & understanding will be assessed through research projects, worksheets, and critique rubrics.

PRESENTATIONS: Through the use of oral presentations and verbal critiques, students will demonstrate knowledge of subject matter as well as develop skills in public speaking and persuasion.

PROJECTS: This course is fundamentally "project-based" therefore leading most assessments to be in this category. Projects may range from simple daily compositions to lengthy quarter long, multi-layered projects.

Unit of Study 1

Unit Title:

Drawing

Essential Questions of the Unit:

- 1) Why is it important to follow the rules in the art studio?
- 2) In what ways does drawing affect our society?
- 3) What is a drawing?

Assessments:

Students will create a minimum of the following:

- 1) Drawing using line
- 2) Drawing using shading
- 3) Drawing in ink
- 4) Drawing in color

Additional:

- 1) Student created artwork will be graded by the instructor through the use of a rubric.
- 2) Student created artwork will be graded by the student through the use of a rubric.
- 3) Sketchbooks will be maintained and assessed.

Content:

- 1) Introduction to the Elements of Art & Principles of Design
- 2) Drawing styles
- 3) Drawing media / tools
- 4) Introduction to Art History
- 5) Introduction to Critique

Skills:

- Students will develop skills in a variety of drawing media.
- Students will develop knowledge of the tools and methods used to create drawings.
- Students will be able to identify artworks of historical significance.
- Students will develop appropriate studio behavior.
- Students will begin to understand and utilize the Elements of Art and the Principles of Design.

Purpose / Rational of the unit:

- To explore and introduce the student to the world of art.
- To become aware of the role of art in society, it's purpose, impact and value.
- To develop drawing skills.
- To create a foundation on which to build skills in many other art disciplines.

New Jersey Core Curriculum Content Standards:

- Unit 1.1 AESTHETICS All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.
- A. Knowledge
- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
 - 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
 - 1.1.A.3 3. Analyze how art is often defined by its originality.
- B. Skills
- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
 - 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
 - 1.1.B.3 3. Express how art is inspired by an individual's imagination.
 - 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.
- Unit 1.2 CREATION AND PERFORMANCE All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.
- D. Visual Art
- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
 - 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
 - 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
 - 1.2.D.4 4. Identify careers and lifelong opportunities for making art.
- Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- D. Visual Art
- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
 - 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
 - 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.
- A. Knowledge
- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
 - 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.
- B. Skills
- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
 - 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

- 3.2.12. B. Writing as a Product (resulting in a formal product or publication)
 - 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
 - 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
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- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
 - 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

- 9.2.12 A. Critical Thinking
 - 9.2.12.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
 - 9.2.12.2 Describe and apply constructive responses to criticism.
 - 9.2.12.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.
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- 9.2.12 B. Self-management
 - 9.2.12.2 Apply project planning and management skills in academic settings.
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- 9.2.12 F. Safety
 - 9.2.12.2 Describe and demonstrate basic first aid and safety procedures.
 - 9.2.12.4 Practice the safe use of tools and equipment.
 - 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit:

One Marking Period

Instructional Activities:

- 1) Observational drawings
- 2) Gesture drawings
- 3) Drawings that replicate an existing piece of artwork.
- 4) Student inspired / generated artwork.
- 5) Identification and comparison of historical pieces of artwork and media.

Materials and Resources:

- 1) Art Making Tools & Materials
- 2) Still life/observational drawing objects.
- 2) Visual references of famous works of art.
- 3) Visual references of student made art.
- 4) Computers

Unit of Study 2:

Unit Title:

Painting

Essential Questions of the Unit:

- 1) How has painting changed throughout history?
- 2) What is necessary to categorize a piece of artwork as a painting?

Assessments:

Students will create a minimum of 2 of the following:

- 1) Watercolor painting
- 2) Tempera painting
- 3) Acrylic painting
- 4) Painting using ink
- 5) Mixed media painting

Additional:

- 1) Student created artwork will be graded by the instructor through the use of a rubric.
- 2) Student created artwork will be graded by the student through the use of a rubric.
- 3) Sketchbooks will be maintained and assessed.

Content:

- 6) Further investigation of Elements of Art & Principles of Design
- 7) Painting styles
- 8) Intro to the tools and methodologies of painting.
- 9) Intro to the history of painting
- 10) Reinforcement of the critiquing process

Skills:

- Students will develop skills in a variety of painting media.
- Students will develop knowledge of the tools and methods used to create painting.
- Students will be able to identify paintings of historical significance.
- Students will develop appropriate painting studio behavior.
- Students will continue to understand and utilize the Elements of Art and the Principles of Design.

Purpose / Rational of the unit:

- To provide the student with a broad-based understanding of Painting.
- To experiment and become familiar with the tools and methodologies associated with painting.
- To develop an appreciation for different painting styles.
- To begin to be able to discern various painting styles.

New Jersey Core Curriculum Content Standards:

- Unit 1.1 AESTHETICS All students will use aesthetic knowledge in the creation of and in response to dance, music, theater, and visual art.
- A. Knowledge
- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.
- B. Skills
- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.
- Unit 1.2 CREATION AND PERFORMANCE All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation.
- D. Visual Art
- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.
- Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- D. Visual Art
- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.
- A. Knowledge
- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.
- B. Skills
- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

- 3.2.12. B. Writing as a Product (resulting in a formal product or publication)
- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

- 9.2.13 A. Critical Thinking
- 9.2.13.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.13.2 Describe and apply constructive responses to criticism.
- 9.2.13.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.
- 9.2.13 B. Self-management
- 9.2.12.3 Apply project planning and management skills in academic settings.
- 9.2.13 F. Safety
- 9.3.12.2 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: One Marking Period

Instructional Activities: (examples of possible activities)

- 1) Demonstrations on appropriate use & maintenance of studio tools, namely paint and paint brushes.
- 2) Watercolor painting
- 3) Acrylic painting
- 4) Tempera painting
- 5) Painting with ink.
- 6) Development of drawing studies in which to translate to paint.
- 7) Identification and comparison of historical pieces of artwork and media.

Unit of Study 3

Unit Title:

Printmaking

Essential Questions of the Unit:

- 1) What is printmaking?
- 2) How can a printmaker in today's society make a living?
- 3) How is printmaking different than painting and/or drawing?

Assessments:

- 1) Student created artwork will be graded by the instructor through the use of a rubric.
- 2) Student created artwork will be graded by the student through the use of a rubric.
- 3) Sketchbooks will be maintained and assessed.
- 4) Written quizzes and tests.
- 5) Compare and Contrast printmaking and drawings/paintings

Content:

- 11) Further investigation of Elements of Art & Principles of Design
- 12) Printmaking styles
- 13) Intro to the tools and methodologies of printmaking.
- 14) Intro to the history of printmaking.
- 15) Reinforcement of the critiquing process.

Skills:

- Students will develop skills in a variety of printmaking techniques
- Students will develop knowledge of the tools and methods used in the printmaking process.
- Students will be able to identify various printmaking styles.
- Students will develop appropriate printmaking studio behavior.
- Students will continue to understand and utilize the Elements of Art and the Principles of Design.

Purpose / Rational of the unit:

- To provides students with a broad-based understanding of Printmaking History and processes.
- To allow students to experiment and become familiar with the tools and methodologies associated with printmaking.
- To develop skills necessary to discern a print from any other kind of artwork.

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- A. Knowledge
- 1.1.A.1 1. Examine works of art that communicate significant cultural beliefs or sets of values.
- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.
- B. Skills
- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.
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- D. Visual Art
- 1.2.D.1 1. Incorporate various art elements and principles in the creation of works of art.
- 1.2.D.2 2. Explore various media, technologies and processes in the production of two and three dimensional art.
- 1.2.D.3 3. Identify form, function, craftsmanship, and originality when creating a work of art.
- 1.2.D.4 4. Identify careers and lifelong opportunities for making art.
- Unit 1.3 ELEMENTS AND PRINCIPLES All students will demonstrate an understanding of the elements and principles of dance, music, theater, and visual art.
- D. Visual Art
- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.
- A. Knowledge
- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.
- B. Skills
- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

- 3.2.12. B. Writing as a Product (resulting in a formal product or publication)
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- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

- 9.2.14 A. Critical Thinking
- 9.2.14.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.14.2 Describe and apply constructive responses to criticism.
- 9.2.14.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.
- 9.2.14 B. Self-management
- 9.2.12.4 Apply project planning and management skills in academic settings.
- 9.2.14 F. Safety
- 9.3.12.3 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: Six Weeks

Instructional Activities:

- 1) Web based activities
- 2) Woodcut
- 3) Etching
- 4) Screenprint
- 5) Lithography

Unit of Study 4

Unit Title:

Sculpture

Essential Questions of the Unit:

- 1) What is sculpture?
- 2) In what ways does sculpture reflect the culture of a society?
- 3) How has sculpture changed throughout history?
- 4) How would a sculptor in today's society make a living?

Assessments:

Students will create a minimum of 3 of the following:

- 1) Stone sculpture
- 2) Paper mache sculpture
- 3) Found object sculpture
- 4) Wire sculpture
- 5) An installation
- 6) Architectural model
- 7) Clay sculpture (either air dry or kiln fired)
- 8) Fine craft such as weaving, jewelry design, product design/ packaging, etc.

Additional:

- 1) Student created artwork will be graded by the instructor through the use of a rubric.
- 2) Student created artwork will be graded by the student through the use of a rubric.
- 3) Sketchbooks will be maintained and assessed.
- 4) Written quizzes and tests.

Content:

- 16) Further investigation of Elements of Art & Principles of Design
- 17) Styles of Sculpture
- 18) Introduction to the tools and methodologies used in making sculpture.
- 19) Introduction to the history of sculpture.
- 20) Reinforcement of the critiquing process.

Skills:

- Students will develop skills in a variety of sculpture making techniques
- Students will develop knowledge of the tools and methods used in the sculpture making process.
- Students will be able to identify various sculpture making styles.
- Students will develop appropriate studio behavior.
- Students will continue to understand and utilize the Elements of Art and the Principles of Design.

Purpose / Rational of the unit:

- To provides students with a broad-based understanding of Sculpture.
- To develop skills in perception and execution of 3-d space.

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- 1.1.A.2 2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all art areas.
- 1.1.A.3 3. Analyze how art is often defined by its originality.
- B. Skills
- 1.1.B.1 1. Differentiate between the unique and common properties in all of the arts.
- 1.1.B.2 2. Distinguish among artistic styles, trends, and movements in various art forms.
- 1.1.B.3 3. Express how art is inspired by an individual's imagination.
- 1.1.B.4 4. Describe changes in meaning over time in the perception of a known work of art.
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- D. Visual Art
- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
- 1.3.D.3 3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.
- Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.
- A. Knowledge
- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
- 1.4.A.2 2. Compare artistic content among contrasting art works in the same domain.
- B. Skills
- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
- 1.4.B.2 2. Compare and contrast the technical proficiency of artists.

Language Arts Literacy

- 3.2.12. B. Writing as a Product (resulting in a formal product or publication)
- 3.2.12.4 Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea.
- 3.2.12.5 Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.
- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

- 9.2.15 A. Critical Thinking
- 9.2.15.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.15.2 Describe and apply constructive responses to criticism.
- 9.2.15.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.
- 9.2.15 B. Self-management
- 9.2.12.5 Apply project planning and management skills in academic settings.
- 9.2.15 F. Safety
- 9.3.12.4 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: One Marking Period

Instructional Activities:

- 2) Found object collage
- 3) Stone Carving
- 4) Wire sculpture
- 5) Installation art
- 6) Research papers re: sculpture through the ages
- 7) 3-d Architectural design
- 8) Furniture design
- 9) Jewelry making
- 10) Product design
- 11) Paper mache
- 12) Pottery (hand built only)
- 13) Visit to pottery room (throwing on the wheel demonstration)

Materials and Resources:

- 5) Sculpture Making Tools & Materials
- 2) Visual references of famous works of art.
- 6) Visual references of student made art.

Unit of Study 5

Unit Title:

Independent Study

Essential Questions of the Unit:

- 1.) Who am I as an artist?
- 2.) What medium allows me to express my talents effectively?

Assessments:

Students will complete the following:

WRITTEN: concept statements / proposals / evaluation

ORAL: presentation & evaluation of project

PROJECTS: self-created and directed project further developing understanding and mastery of one or more of the content areas of the previous units.

Additional:

- 1) Student created artwork will be graded by the instructor through the use of a rubric.
- 2) Student created artwork will be graded by the student through the use of a rubric.
- 3) Sketchbooks will be maintained and assessed.

Content:

- 21) Students will develop their own 4 week long project built upon any one or more of the projects they created throughout the year. They will also create:
- a. Design Sketches formulating their final project
 - b. Written Manifesto (The why, what and how of their project)
 - c. Timeline to complete the project
 - d. Supply list
 - e. Rubric which the teacher will use to assess their work.

Skills:

- Students will develop skills in self-directed time management.
- Students will gain ownership of their own artwork.
- Students will develop oral presentation skills.
- Students will further develop their skills in one area of art making.

Purpose / Rational of the unit:

- To create the opportunity for students create their own self-directed artworks.
- To allow students to concentrate on one “modality” that interests them.
- To develop public speaking skills.
- To develop student confidence and discipline.

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- D. Visual Art
- 1.3.D.1 1. Define the elements of art and principles of design that are evident in everyday life.
- 1.3.D.2 2. Apply the principles of design to interpret various masterworks of art.
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- Unit 1.4 CRITIQUE All students will develop, apply, and reflect upon the knowledge of the process of critique.
- A. Knowledge
- 1.4.A.1 1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
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- B. Skills
- 1.4.B.1 1. Evaluate the judgment of others based on the process of critique.
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Language Arts Literacy

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- 3.2.12. D. Writing Forms, Audiences and Purposes (exploring a variety of forms)
- 3.2.12.2 Demonstrate command of a variety of writing genres, such as critique.

Consumer, Family, and Life Skills

- 9.2.16 A. Critical Thinking
- 9.2.16.1 Apply communications and data analysis to the problem-solving and decision making process in a variety of life situations.
- 9.2.16.2 Describe and apply constructive responses to criticism.
- 9.2.16.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic settings.
- 9.2.16 B. Self-management
- 9.2.12.6 Apply project planning and management skills in academic settings.
- 9.2.16 F. Safety
- 9.3.12.5 Describe and demonstrate basic first aid and safety procedures.
- 9.2.12.4 Practice the safe use of tools and equipment.
- 9.2.12.5 Implement safety procedures in the classroom and workplace, where appropriate.

Time Frame of Unit: Four Weeks

Instructional Activities:

- 1) Creating a work plan
- 2) Developing a supply list
- 3) Mid-Way critique process
- 4) Final presentation techniques (oral and visual)

Materials and Resources:

- 7) Art Making Tools & Materials
- 2) Visual references of famous works of art.
- 3) Visual references of student made art.
- 4) Computers