

Brunswick School Department
Art 6-8
Aesthetics and Criticism

Essential Understandings	<ul style="list-style-type: none"> • There are different philosophies and methods used by artists, art critics, and art historians to interpret and evaluate works of art.
Essential Questions	<ul style="list-style-type: none"> • What is art? • What is the purpose of art? • How do people evaluate and express opinions about art?
Essential Knowledge	<ul style="list-style-type: none"> • There are different meanings and purposes for art based on the point of view of the artist, art historian, viewer, and art critic. • Description, analysis, interpretation, and judgment can lead to an informed opinion about works of art.
Vocabulary	<ul style="list-style-type: none"> • <u>Terms:</u> art criticism, critic, critique, reflect, analyze, describe, interpret, philosophy, evaluate, compare, purpose, opinion.
Essential Skills	<ul style="list-style-type: none"> • Describe, analyze, and compare works of art. • Use art vocabulary to explain artistic choices and purpose. • Differentiate between personal feeling, opinion, and analysis.
Related Maine Learning Results And Common Core Standards	<p>Visual and Performing Arts</p> <p>A. Disciplinary Literacy</p> <p style="padding-left: 40px;">A1. Artist’s Purpose. Students explain and compare different purposes of artists and their artwork, in the context of time and place.</p> <p>B. Creation, Performance, and Expression</p> <p style="padding-left: 40px;">B3. Making Meaning. Students create art works that communicate and individual point of view</p> <p style="padding-left: 80px;">a. Demonstrate skills in the use of media, tools, techniques, and processes.</p> <p style="padding-left: 80px;">b. Demonstrate knowledge of visual art concepts.</p> <p style="padding-left: 80px;">c. Communicate a variety of ideas, feelings, and meanings.</p> <p style="padding-left: 40px;">B4. Exhibition. Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their</p>

	<p>selection.</p> <p>D. Aesthetics and Criticism</p> <p>D1.Aesthetics and Criticism. Students compare and analyze art forms.</p> <ol style="list-style-type: none"> a. Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy. b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources. c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas. d. Explain and compare different purposes of artists and art work in the context of time and space. <p>E. Visual and Performing Arts Connections</p> <p>E1.The Arts and History and World Cultures. Students compare products of the visual/performing arts to understand history and/or world cultures.</p> <p>E2.The Arts and Other Disciplines. Students explain skills and concepts that are similar across disciplines.</p> <p>CCS: Disciplinary Literacy</p>
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> • Compare and contrast different works of art. • Analyze and reflect on art work done by self and others. • Write an artist’s statement. • Choose a work of art for the end-of-year art show. • Determine exhibit areas in school to display art.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> • Compare and contrast activities • Rubric • Portfolio • Worksheet • Critique

	<ul style="list-style-type: none">• Peer edit• Reflection/self-evaluation/artist statement
Sample Resources	<ul style="list-style-type: none">• Art Department Resource Library• Art Reproductions Print File• Internet Sources• Student/teacher Exemplars