

**Visual and Performing Arts**  
**Visual Arts: Photography 1**  
**Unit 2: Aesthetics and Criticism**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Photographers use formal and informal critique processes to evaluate and interpret meaning in photography.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is art?</li> <li>▪ What is aesthetics?</li> <li>▪ How do people evaluate photography?</li> <li>▪ How does a photographer manipulate materials to create meaning?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ There is a process of formal analysis of art: description, analysis, interpretation and judgment which can lead to informed opinions about photography.</li> <li>▪ The meaning of photography differs based on the point of view of the artist, art critic, or viewer.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ aesthetics, criticism, analyze, interpret, judge</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Expand formal verbal and written analytical and critique skills.</li> <li>▪ Explain and justify personal aesthetic criteria.</li> <li>▪ Differentiate between a personal and formal point of view.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy  A2.Elements of Art and Principles of Design  Students evaluate all the features of composition.</p> <p>B. Creation, Performance, and Expression  B4.Exhibition  Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p> <p>D. Aesthetics and Criticism  D1.Aesthetics and Criticism  Students analyze and evaluate art forms.</p> <ol style="list-style-type: none"> <li>a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li> <li>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.</li> <li>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</li> <li>d. Research and explain how art and artists reflect and shape their time and culture.</li> </ol>

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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Discuss what makes a photograph aesthetically pleasing</li><li>▪ Critique a work of your own.</li><li>▪ Critique the work of a peer.</li><li>▪ Select portfolio works for inclusion in the school art show.</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Rubric for the critique process: Describe, Analyze, Interpret, Judge</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>Looking at Photographs</u> - Newhall</li></ul></li><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ Various art reproductions, slides, and artist websites</li></ul></li></ul>