

**Visual and Performing Arts**  
**Visual Arts Art and Culture**  
**Unit 3: Aesthetics and Criticism**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ There are different approaches and methods to interpret and evaluate art.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is art?</li> <li>▪ How are judgments and opinions about art expressed?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Art has different meanings relative to the observer.</li> <li>▪ Art communicates a wide range of ideas, experiences and emotions.</li> <li>▪ There is a formal process of analyzing art.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ culture, cultural experience, art experience, context, function, observing, responding, participatory, description, analysis, interpretation, judgment, historical context</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Identify, describe, analyze and evaluate the elements and style, function and meaning of art.</li> <li>▪ Analyze and interpret the relationship between forms, context, purposes, and critical models in artworks.</li> </ul>

**Visual and Performing Arts**  
**Visual Arts Art and Culture**  
**Unit 3: Aesthetics and Criticism**

<p><b>Related Maine Learning Results</b></p>	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy  A1.Artist’s Purpose  Students research and explain how art and artists reflect and influence culture and periods of time.</p> <p>B. Creation, performance, and Expression  B3.Meaning Making  Students create a body of original art work.</p> <p style="padding-left: 20px;">a. Demonstrate sophisticated use of media, tools, techniques, and processes.  b. Demonstrate knowledge of visual art concepts.  c. Communicate a variety of ideas, feelings, and meanings.</p> <p>D. Aesthetics and Criticism  D1.Aesthetics and Criticism  Students analyze and evaluate art forms.</p> <p style="padding-left: 20px;">a. Describe, analyze, interpret, and evaluate art forms by applying grade span appropriate art concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.  b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources.  c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.  d. Research and explain</p> <p>E. Visual and Performing Arts Connections  E1.The Arts and History and World Cultures  Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p> <p>E2.The Arts and Other Disciplines  Students analyze skills and concepts that are similar across disciplines.</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Attend a chosen visual or performing arts event and respond through written report.</li> <li>▪ Film, slide, or power point presentations of artworks from different cultures and time periods and students describe their aesthetic responses to the images orally or in writing.</li> <li>▪ Attend Museum field trip: Respond to art works in writing.</li> <li>▪ Explain and justify personal aesthetic criteria.</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Sketchbook/Journals</li> <li>▪ Class discussion of personal responses and interpretations of experiences in cultural event reports</li> <li>▪ Written reflections</li> </ul>

**Visual and Performing Arts**  
**Visual Arts Art and Culture**  
**Unit 3: Aesthetics and Criticism**

<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>How Art Made the World</u></li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>Why Man Creates: The Wonders of the World</u></li></ul></li></ul>
-------------------------	--