

**Brunswick School Department**  
**Art 6-8**  
**Aesthetics and Criticism**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>There are different philosophies and methods used by artists, art critics, and art historians to interpret and evaluate works of art.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is art?</li> <li>What is the purpose of art?</li> <li>How do people evaluate and express opinions about art?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>There are different meanings and purposes for art based on the point of view of the artist, art historian, viewer, and art critic.</li> <li>Description, analysis, interpretation, and judgment can lead to an informed opinion about works of art.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms:</u> art criticism, critic, critique, reflect, analyze, describe, interpret, philosophy, evaluate, compare, purpose, opinion.</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Describe, analyze, and compare works of art.</li> <li>Use art vocabulary to explain artistic choices and purpose.</li> <li>Differentiate between personal feeling, opinion, and analysis.</li> </ul>
<b>Related Maine Learning Results</b>  <b>And</b>  <b>Common Core Standards</b>	<p>Visual and Performing Arts</p> <p>A. Disciplinary Literacy</p> <p>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>B3. Making Meaning. Students create art works that communicate and individual point of view</p> <ul style="list-style-type: none"> <li>a. Demonstrate skills in the use of media, tools, techniques, and processes.</li> <li>b. Demonstrate knowledge of visual art concepts.</li> <li>c. Communicate a variety of ideas, feelings, and meanings.</li> </ul> <p>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"> <li>Compare and analyze art forms by applying grade span appropriate arts concepts, vocabulary, skills, and processes as referenced in Standard A: Disciplinary Literacy.</li> <li>Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.</li> <li>Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</li> <li>Explain and compare different purposes of artists and art work in the context of time and space.</li> </ol> <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>
<b>Sample Lessons and Activities</b>	<ul style="list-style-type: none"> <li>• Compare and contrast different works of art.</li> <li>• Analyze and reflect on art work done by self and others.</li> <li>• Write an artist’s statement.</li> <li>• Choose a work of art for the end-of-year art show.</li> <li>• Determine exhibit areas in school to display art.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Compare and contrast activities</li> <li>• Rubric</li> <li>• Portfolio</li> <li>• Worksheet</li> <li>• Critique</li> </ul>

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