

**Brunswick School Department
Art and Culture
Aesthetics and Criticism**

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

**Brunswick School Department
Art and Culture
Aesthetics and Criticism**

<p style="text-align: center;">Related Maine Learning Results</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. 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. 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. E2.The Arts and Other Disciplines Students analyze skills and concepts that are similar across disciplines.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Attend a chosen visual or performing arts event and respond through written report. ▪ 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. ▪ Attend Museum field trip: Respond to art works in writing. ▪ Explain and justify personal aesthetic criteria.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Sketchbook/Journals ▪ Class discussion of personal responses and interpretations of experiences in cultural event reports ▪ Written reflections

**Brunswick School Department
Art and Culture
Aesthetics and Criticism**

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