

## Critique & Respond

**Unit #:** APSDO-00117126  
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**Grade(s):** 2, 3, 4  
**Subject(s):** Visual Arts  
**Course(s):** GR. 2 - ART, GR. 3 - ART, GR. 4 - ART

### Unit Focus

In this unit, students in grades 2-4 will learn how to describe, analyze, and interpret a work of art through personal connections and/or experience using learned vocabulary. Primary instructional materials will include prints, slides, and/or student artwork, pencils, rubrics, artist statement forms, and/or lesson handouts.

### Stage 1: Desired Results

#### Established Goals

**Standards**

- Connecticut Goals and Standards
  - *Visual Arts: PK-12*
    - **RESPONDING**
      - Perceive and analyze artistic work. (*ART.RESP.01 PK-12*)
      - Interpret intent and meaning in artistic work. (*ART.RESP.02 PK-12*)
      - Apply criteria to evaluate artistic work. (*ART.RESP.03 PK-12*)
    - **CONNECTING**
      - Synthesize and relate knowledge and personal experiences to make art. (*ART.CONN.01 PK-12*)
      - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (*ART.CONN.02 PK-12*)

#### Transfer

*What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...*

- T1 (T104) Respond to artwork based on personal experience, artist statement (if provided), and/or background context.
- T2 (T103) Analyze a piece of artwork according to the elements and principles of design.
- T3 (T102) Provide specific, actionable feedback to another artist during the creative process.

#### Meaning

#### Understanding(s)

#### Essential Question(s)

	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U301) Personal experience and technical knowledge impact reactions to works of art.</p> <p>U2 (U302) Understanding art in historical or cultural context can influence how we respond to it.</p> <p>U3 (U400) Effective analysis of artwork uses the elements and principles of design with appropriate art terminology.</p> <p>U4 (U300) Feedback is effective when specific suggestions are shared in order to help the artist achieve a desired result.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q301) How do my experiences affect how I connect/see/perceive a work of art?</p> <p>Q2 (Q302) Why do people have different reactions to/interpretations of the same piece?</p> <p>Q3 (Q303) How does knowing about the artist (and the history) help me better react to/understand this work of art?</p> <p>Q4 (Q304) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q5 (Q400) How can I "read" a work of art? What do I notice?</p> <p>Q6 (Q401) How do I use art vocabulary and criteria to talk about a work of art?</p> <p>Q7 (Q402) What am I learning as an artist by reflecting on a work of art?</p> <p>Q8 (Q403) How do I turn my ideas, experiences, and feelings into art?</p> <p>Q9 (Q300) How do I use what I know to evaluate a work in progress? What ideas can I suggest to make it better? How do I share that in a helpful way?</p>
<b>Acquisition</b>		
<b>Knowledge</b>		<b>Skill(s)</b>
	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 That artists use the elements and principles of art and artistic technique to communicate ideas</p> <p>K2 That people may have different responses to a work of art depending upon their personal experiences and knowledge</p> <p>K3 That knowing about the artist and the history can help a viewer to better understand a work of art</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Gr 2: Differentiating between artistic styles</p> <p>S2 Gr 2-4: Identifying and discussing characteristics of art from different time periods and genre</p> <p>S3 Gr 2-4: Evaluating and interpreting meaning in a work and discussing using learned vocabulary</p> <p>S4 Gr 3-4: Analyzing visual imagery to determine messages within a work of art</p>