

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: 7	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Analyze the use of theatrical conventions and cultural norms employed in diverse theatrical works. Apply that understanding of cultural norms and theatrical conventions to scene work.	1.4.8.A.1
2	Analyze theatre masterworks that were used for utilitarian and non-utilitarian purposes. Collaborate in the creation of a scene used for utilitarian purpose and a scene for non-utilitarian purpose.	1.4.8.A.2
3	Distinguish artistic styles, trends, and movements in theatre within diverse cultures and historical eras. Collaborate in the creation of an original scene emulating a culturally specific theatrical form and/or historically accurate theatrical style.	1.4.8.A.3
4	Interpret symbolism and metaphors used in selected theatre masterworks. Apply the use of symbolism and metaphor to an original scene.	1.4.8.A.5
5	Analysis of the form, function, craftsmanship, and originality of representative theatre master works and self or peer-generated scene work. Develop and apply rubrics and holistic scoring guides to objectively evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.	1.4.8.A.7 and 1.4.8.B.1

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Code #	NJCCCS
1.4.8.A.1	<p>Content Statement: Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Cumulative Progress Indicator: Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p>
1.4.8.A.2	<p>Content Statement: Art may be used for utilitarian and non-utilitarian purposes.</p> <p>Cumulative Progress Indicator: Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</p>
1.4.8.A.3	<p>Content Statement: Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Cumulative Progress Indicator: Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical</p>
1.4.8.A.5	<p>Content Statement: Symbolism and metaphor are characteristics of art and art-making.</p> <p>Cumulative Progress Indicator: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>
1.4.8.A.7	<p>Content Statement: Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p> <p>Cumulative Progress Indicator: Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>
1.4.8.B.1	<p>Content Statement: Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</p>

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	Cumulative Progress Indicator: Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Content Statement: Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist. Cumulative Progress Indicator: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.