

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: High School	UNIT #: 4	UNIT NAME: Aesthetic Responses & Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was it created.	1.4.12.A.1 & 1.4.12.A.2
2	Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the director’s vision.	1.4.12.A.3
3	Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.	1.4.12.A.4
4	Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context.	1.4.12.B.1
5	Ascertain the aesthetic of a theatrical production based on the technical production and performance values.	1.4.12.B.2
6	Examine applications and influences of technology in theatrical works and their impact on the performance and audiences’ perception and experiences around the world.	1.4.12.B.3

Code #	NJCCCS
1.4.12.A.1	<p>Content Statement: Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.</p> <p>Cumulative Progress Indicator: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.</p>
1.4.12.A.2	<p>Content Statement: Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the</p>

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	<p>artist's concept.</p> <p>Cumulative Progress Indicator: Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p>
1.4.12.A.3	<p>Content Statement: Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.</p> <p>Cumulative Progress Indicator: Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</p>
1.4.12.A.4	<p>Content Statement: Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.</p> <p>Cumulative Progress Indicator: Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p>
1.4.12.B.1	<p>Content Statement: Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</p> <p>Cumulative Progress Indicator: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>
1.4.12.B.2	<p>Content Statement: The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</p> <p>Cumulative Progress Indicator: Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
1.4.12.B.3	<p>Content Statement: Art and art-making reflect and affect the role of technology in a global society.</p> <p>Cumulative Progress Indicator: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>