

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre

GRADE:
High School

UNIT #: 4

**UNIT NAME: Aesthetic Responses
& Critique Methodologies**

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Differentiate cultural implications and conventions of theatrical works from diverse cultures and various genres /historical eras. Apply these social-cultural-historical conventions to scenes from period plays and/or contemporary plays staged in the period style of era and culture.	1.4.12.A.1
2	Analyze theatre master works that are used for utilitarian purpose (e.g., morality plays, propaganda plays etc.) and non-utilitarian purposes (e.g., musical comedy, operetta etc.). Describe the conventions/general characteristic of plays created for varied purpose and hypothesize artistic intents of the playwright, director, actors, designers, etc. to create a cohesive aesthetic.	1.4.12.A.2
3	Assign relative value to artistic merits of a theatrical production within the context of its social historical significance using rubrics and holistic scoring guides using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.	1.4.12.A.3
4	Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.	1.4.12.A.4
5	Create and employ rubrics and holistic scoring guides for the positive critique of diverse culturally-historically based plays or theatrical productions that incorporate archetypal values within the given cultural and historical context. Use the elements of theatre and principles of design as a foundation for the critique.	1.4.12.B.1
6	Determine a level of technical proficiency of an artist or artists based on a given work of theatre. Ascertain the aesthetic impact that the level of technical proficiency has on a play and production, taking such contextual factors into account as the performance space, performance intent, scale of the production, budget, etc.	1.4.12.B.2
7	Examine applications of recent forms of technology in theatrical work (e.g., computer animation, surround sound, digital lighting and theatrical effects etc.). Determine the impact of technology on the way audiences perceive multimedia/theatrical art forms and how it impacted consumers, creators, and performers around the globe, relative to the cultural/historical context in which the	1.4.12.B.3

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: High School	UNIT #: 4	UNIT NAME: Aesthetic Responses & Critique Methodologies
------------------------------	-------------------------------	------------------	--

	work was created.	
8	Hypothesize the purpose and role of theatre in a global society by analyzing the influence and use of technology for consumers, creators, and performers.	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 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</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: High School	UNIT #: 4	UNIT NAME: Aesthetic Responses & Critique Methodologies
------------------------------	------------------------------	------------------	--

	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.
1.4.12.B.2	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. 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.
1.4.12.B.3	Content Statement: Art and art-making reflect and affect the role of technology in a global society. 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.