

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: 6	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Analyze culturally and historically diverse theatre masterworks and describe theatrical conventions attributed to the work of chosen cultures and historical eras (e.g., Kabuki theatre, melodrama etc.).	1.4.8.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.) and describe the conventions/general characteristic of plays created for varied purpose.	1.4.8.A.2
3	Distinguish among artistic styles, trends, and movements in theatre within diverse cultures and historical eras and demonstrate an understanding of the stage conventions of theatre from various eras and historical eras in scene work stage in a similar style.	1.4.8.A.3
4	Use rubrics to analyze the form, function, craftsmanship, and originality of representative of theatre master works and self/peer scene work.	1.4.8.A.7
5	Assist in the development and apply rubrics to peer and professional work that objectively evaluates the effectiveness of a work of theatre by differentiating between the artist's technical proficiency and the work's content or form.	1.4.8.B.1
6	Contribute to the development of and apply analytic scoring guides (e.g., scoring guides that map to multiple dimensions of a performance) to differentiate among basic formal structures and technical proficiency of artists in works of theatre.	1.4.8.B.2

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</p>

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	works of dance, music, theatre, and visual art
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 eras.</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> <p>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.</p>
1.4.8.B.2	<p>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.</p> <p>Cumulative Progress Indicator: Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>