

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: 8	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
------------------------------	-----------------	------------------	--

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING NJCCCS
1	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scenework from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.	1.4.8.A.4
2	Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.	1.4.8.A.5
3	Differentiate between “traditional” and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work.	1.4.8.A.6 and 1.4.8.A.7
4	Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions and use rubrics and scoring guides to evaluate the effectiveness of a theatre work.	1.4.8.B.1 and 1.4.8.B.2
5	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	1.4.8.B.3

Code #	NJCCCS
1.4.8.A.4	<p>Content Statement: Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</p> <p>Cumulative Progress Indicators: Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p>
1.4.8.A.5	<p>Content Statement: Symbolism and metaphor are characteristics of art and art-making.</p>

NJDOE MODEL CURRICULUM

CONTENT AREA: Theatre	GRADE: 8	UNIT #: 4	UNIT NAME: Aesthetic Responses and Critique Methodologies
------------------------------	-----------------	------------------	--

	<p>Cumulative Progress Indicators: Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>
1.4.8.A.6	<p>Content Statement: Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>Cumulative Progress Indicators: Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</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 Indicators: 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>
1.4.8.B.3	<p>Content Statement: Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</p> <p>Cumulative Progress Indicator: Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>