

## Pine Hill Public Schools Curriculum

Content Area:		<b>Art</b>	
Course Title/ Grade Level:		Art – Grade 3	
Unit 1:	<b>Impressionism</b>	Month:	<b>September/October</b>
Unit 2:	<b>Weaving</b>	Month:	<b>November / December</b>
Unit 3:	<b>Mood</b>	Month:	<b>January / February</b>
Unit 4:	<b>Observational Drawing</b>	Month:	<b>March / April</b>
Unit 5:	<b>Printmaking</b>	Month:	<b>May/June</b>
Date Created or Revised:		Updated Dec. 2012	
BOE Approval Date:		12/18/12	

**Pine Hill Public Schools  
Art Curriculum**

<b>Unit Title: Impressionism</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: Art – Grade 3</b>		<b>Length of Time: 8 weeks</b>
<b>Date Created: 6-4-12</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	Can you paint like one of the impressionists?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Line drawing</li> <li>• Painting/Color usage</li> <li>• Multicultural studies</li> <li>• Art History</li> <li>• Critique</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Develop an understanding of the impressionistic style</li> <li>• Utilize line and shape drawing skills</li> <li>• Continue enhancing painting abilities through visuals and hands on tasks</li> <li>• Discuss your work in comparison to a famous artist's</li> <li>• Mix colors to achieve results</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature related activity</li> <li>• Social Studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

**2009 NJCCCS**

**Standard:**

**1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art

**1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s):**

**D. Visual Art**

**A. History of the Arts and Culture**

**A. Aesthetic Responses**

**B. Critique Methodologies**

**Content Statement(s):**

Understanding the function and purpose of the [elements of art](#) and [principles of design](#) assists with forming an appreciation of how art and design

**CPI # / CPI(s):**

1.1.5.D.1

enhance functionality and improve quality of living.	
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2
Art and culture reflect and affect each other.	1.2.5.A.1
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1
<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3
Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5

**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Weaving		<b>Unit #: 2</b>
<b>Course or Grade Level:</b> Art – Grade 3		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-4-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Do artists still make artwork in traditional ways?</li> <li>• How old are some artistic traditions?</li> <li>• Can artists change traditional ways of working?</li> <li>• Why would they do this?</li> <li>• What is weaving?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Multicultural studies</li> <li>• Weaving</li> <li>• Textiles</li> <li>• Patterns</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Become affiliated with many art terms such as loom, weft, warp, shuttle, and dovetailing</li> <li>• Create a piece of cloth using patterns in both color and technique</li> <li>• Dimensional construction</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature related activity</li> <li>• Social Studies connections</li> <li>• Math connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	

**2009 NJCCCS**

**Standard:**

- 1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
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- 1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art
- 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Strand(s):**

- D. Visual Art**
- A. History of the Arts and Culture**
- A. Aesthetic Responses**
- B. Critique Methodologies**

<b>Content Statement(s):</b> Understanding the function and purpose of the	<b>CPI # / CPI(s):</b> 1.1.5.D.1
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<a href="#">elements of art</a> and <a href="#">principles of design</a> assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2
Art and culture reflect and affect each other.	1.2.5.A.1
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1
<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3
Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5

**Pine Hill Public Schools**  
**Art Curriculum**

<b>Unit Title:</b> Mood		<b>Unit #: 3</b>
<b>Course or Grade Level:</b> Art – Grade 3		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 6-4-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 classes	
<b>Essential Questions</b>	Can you tell me what colors make you feel a certain way?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Color</li> <li>• Comparing feelings and colors in art prints</li> <li>• Expressionism</li> <li>• Tints and values</li> <li>• Line</li> <li>• Shape</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Color recognition</li> <li>• Color mixing</li> <li>• Observing and identifying mood in famous works of art</li> <li>• Proper painting techniques</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Literature related activity</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

**2009 NJCCCS**

<p><b>Standard:</b></p> <p><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art</p> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<p><b>Strand(s):</b></p> <p><b>D. Visual Art</b></p> <p><b>A. History of the Arts and Culture</b></p> <p><b>A. Aesthetic Responses</b></p> <p><b>B. Critique Methodologies</b></p>	
<p><b>Content Statement(s):</b> Understanding the function and purpose of the <a href="#">elements of art</a> and <a href="#">principles of design</a> assists with</p>	<p><b>CPI # / CPI(s):</b> 1.1.5.D.1</p>

forming an appreciation of how art and design enhance functionality and improve quality of living.	
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2
Art and culture reflect and affect each other.	1.2.5.A.1
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
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Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1
<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3
Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	1.4.5.B.5

**Pine Hill Public Schools  
Art Curriculum**

<b>Unit Title:</b> Observational Drawing		<b>Unit #: 4</b> <b>March / April</b>
<b>Course or Grade Level:</b> Art – Grade 3		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 12-10-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 weeks	
<b>Essential Questions</b>	What is a still life? How do artists use cropping in their work to create movement? What is observational drawing?	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Life drawing</li> <li>• Comparing size and perspective</li> <li>• Composition</li> <li>• Overlapping</li> <li>• Proportion</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Line quality</li> <li>• Using the page to create a visually stimulating composition</li> <li>• Spatial relationships</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

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<b>Strand(s):</b>	
<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
<b>Content Statement(s):</b> Understanding the function and purpose of the <a href="#">elements of art</a> and <a href="#">principles of design</a> assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	1.1.5.D.1
The <a href="#">elements of art</a> and <a href="#">principles of design</a> are universal.	1.1.5.D.2
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1
Characteristic approaches to content, form, style, and design define art genres.	1.2.5.A.2
Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new <a href="#">art genre</a> .	1.2.5.A.3
The <a href="#">elements of art</a> and <a href="#">principles of design</a> can be applied in an infinite number of ways to express personal responses to creative problems.	1.3.5.D.1
Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	1.3.5.D.2
Each of the <a href="#">genres</a> of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	1.3.5.D.3
The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	1.3.5.D.4
There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	1.3.5.D.5
Works of art may be organized according to their functions and artistic purposes (e.g., <a href="#">genres</a> , <a href="#">mediums</a> , messages, themes).	1.4.5.A.1
<a href="#">Formalism</a> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	1.4.5.A.2
Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <a href="#">genre</a> provides the foundation for making value judgments about the arts.	1.4.5.A.3
Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	1.4.5.B.1
Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <a href="#">discipline-specific arts terminology</a> .	1.4.5.B.3

Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

1.4.5.B.4

**Pine Hill Public Schools  
Art Curriculum**

<b>Unit Title:</b> Printmaking		<b>Unit #: 5 May/June</b>
<b>Course or Grade Level:</b> Art – Grade 3		<b>Length of Time:</b> 8 weeks
<b>Date Created:</b> 12-10-12		<b>BOE Approval Date:</b>
<b>Pacing</b>	8 weeks	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Can you create a printed pattern?</li> <li>• What is the artistic process behind monoprints?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Patterns</li> <li>• Repetition</li> <li>• Texture</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Making a print with sponges, hands, stamps, found objects</li> <li>• Reviewing patterns using shape, color, line</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Teacher observation during practice activities and in class discussions</li> <li>• Project based rubric assessing skills and knowledge</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Additional procedures given to enhance accelerated learners</li> <li>• Tailoring learning to students instructional needs</li> </ul>	
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Math connections</li> <li>• Social studies connections</li> </ul>	
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	

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**Strand(s):**

**Content Statement(s):**

**CPI # / CPI(s):**

**Content Statement(s):**

1.1.5.D.1

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Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	1.4.5.B.2
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