



Philosophy - Unit 3 - Aesthetics

Unit Focus

Aesthetics is an exploration of how to define beauty in both art and the wider world. Each philosophical approach has its own interpretation of what is beautiful. Is that tree beautiful because of the fruit it bears, because of its classic symmetry, or because Charlie Brown chose it instead of those at the store? Beginning with the ancient Greek approach of creating criteria for evaluating beauty students will then extend their investigation of cultural perspectives worldwide. As a final challenge, students will find a way to recognize/portray something that's beautiful in ways that are unexpected.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
C3 Framework for Social Studies State Standards <i>Social Studies: 10</i> 921845 <i>Dimension 1. Developing Questions & PLANNING INQUIRIES</i> 921846 <i>Constructing Compelling Questions</i> 921847 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</i> <ul style="list-style-type: none"> D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 921854 <i>Determining Helpful Sources</i> 921855 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS ...</i> <ul style="list-style-type: none"> D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 921950 <i>Dimension 3. Evaluating Sources & USING EVIDENCE</i> 921955 <i>Developing Claims and Using Evidence</i> 921956 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 921959 <i>Dimension 4. Communicating Conclusions & Taking INFORMED ACTION</i> 921960 <i>Communicating Conclusions</i> 921961 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i> <ul style="list-style-type: none"> D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences 	<i>Students will be able to independently use their learning to...</i> T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective. T2 Develop and communicate an informed argument/explanation using illustrative details and examples based on audience and purpose. T3 Analyze how geography impacts people and people impact geography.
	Meaning
	Understanding(s)
	Essential Question(s)
	<i>Students will understand that...</i> U1 Standards of beauty are influenced by cultural and historical contexts U2 Philosophers don't value things based on opinion, but based on reasoned, logical ideas
	<i>Students will keep considering...</i> Q1 What is beauty? Q2 How do we objectively evaluate beauty? Q3 What makes something stay beautiful over time? Q4 Is there one standard ideal of beauty or is it culturally relative?
	Acquisition of Knowledge and Skill
	Knowledge
	Skill(s)
	<i>Students will know...</i> K1 Various cultural approaches to appreciating aesthetics (Greek origins, Western, Eastern, African, contemporary, etc.)
	<i>Students will be skilled at...</i> S1 Identify the main characteristics of aesthetics in Classical Greeks Philosophy. S2 Identify and Compare various cultural approaches to aesthetics.

Stage 1: Desired Results - Key Understandings

and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

K2 Gaining an understanding of the distinction between objective and subjective (or relativist) conclusions in aesthetics.

S3 Respectfully sharing and debating conflicting approaches to aesthetics.