

Teacher: Christy Gigliotti

Date: 9/20/2023

School: Poudre High School

Grade Level: 10-12

Content Area:

Title: Critique as Discussion

Lesson #: 1 of 1

Democracy for the 21st Century Skills - Identify how this lesson meets 1 or more of the 4-part Mission of the National Network for Educational Renewal (Enculturation, Nurturing Pedagogy, Equal Access and Excellence, and Stewardship): What are you and your students doing today to advance the 4-Part Mission? Briefly explain.

Enculturation- I made sure the presentation included artists from many backgrounds, focusing on Latinx representation as a large portion of the class is Latina

<p>Lesson Idea/Topic and Rational/Relevance:</p>	<p>I am going to teach the students critique skills. Specifically, I'm teaching the students three basic techniques to use while talking about art (only 2 can be used in a class critique). This will make for a less anxious critique for the students and prepare them for further art discussion.</p> <p>Thursday (9/14) the students had a critique on their first project, critique is a very anxious and vulnerable space and you could cut that tension with a knife. No fault to the teacher but because there was nowhere to put this energy, it made it seem like participating in critique was a form of punishment.</p> <p>I want to dissipate the anxious energy by giving prompts for discussion not tied to opinions. As well as giving students a chance to practice this new critique style right away with works from a variety of artists. Students will get the chance to talk about what they really think about the work and ideally it will lighten the mood as we practice together.</p>
<p><u>What is the key vocabulary necessary for students to know in order to learn the materials?</u></p>	<p>Critique, composition, balance, symmetrical, asymmetrical, complementary, rule-of-thirds</p>

Content Standard(s) addressed by this lesson: *(Write Content Standards directly from the standard)*

High School Visual Arts standards

1.1: (Observe and Learn to Comprehend) Utilize the inquiry method of observation and the language of visual art and design to gather information and determine meaning.

1.2: (Observe and Learn to Comprehend) Interpret, analyze and explain the influence of multiple contexts found in visual art and design.

2.1: (Envision and Critique to Reflect) Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.

4.2: (Relate and Connect to Transfer) Develop proficiency in visual communication skills that extends learning to new contexts.

Literacy Standards: Literacy in art refers to visual literacy, the capacity to “read” a work of art and being able to pick up on the artist’s intentions and the mood of the work as well as taking into consideration the context surrounding the work like Who made it? When? Where? and Why?

Math Standards: N/A

Content Understandings:

Students will gain more conversational critique skills after being given examples and practicing in class.

Democracy for the 21st Century Skills/Understandings:

Students are developing their critique practice alongside their artistic practice, learning more vocabulary and skills as critiques progress. It is not expected that they critique at a college level after this lesson, the goal is for them to feel more confident and willing to participate in critique.

Inquiry Questions:

How do I talk about my art and others’ art respectfully?

What do I say when talking about someone else’s work when I don’t want to be mean?

How does my interpretation of the work change when I know more about it? Why?

Evidence Outcomes:

I can: analyze and interpret art made by others, give insightful feedback and ask deeper questions

This means: I will feel more confident in talking about my and my classmate’s work, asking and answering questions, and making statements about the work

List of Assessments: The assessment is my gauging student’s verbal participation. It would be formative as my teaching and the level of my own participation will be based on theirs. I am thinking of having a summative assessment for student uncomfortable with sharing with the class where I pass out a loose leaf sheet of paper and students write down 5 questions/ statements about the work as another form of participation.

Planned Lesson Activities

<p>Name and Purpose of Lesson <i>Should be a creative title for you and the students to associate with the activity. Think of the purpose as the mini-rationale</i></p>	<p>Critique as Conversation I saw last week when they had their first critique that the students needed help developing their vocabulary and confidence around talking about their work and others'. I made this lesson to begin to help them with that.</p>
<p>Approx. Time and Materials <i>How long do you expect the activity to last and what materials will you need?</i></p>	<p>I'm hoping for it to last about 20 minutes. I will be bringing paper so students can participate in multiple ways. – as seen in assessments</p>
<p>Anticipatory Set <i>The "hook" to grab students' attention.</i></p>	<p>I want to talk about how much I love critique and my little experience with it in high school, wishing I had learned more about it when I got to college and was expected to critique at a college level. How I use objective statements and questions a lot in critique to describe and learn more about the work so I can give informed feedback.</p>
<p><i>How do you intend to engage your students in thinking during the Anticipatory Set?</i></p> <p><i>Why are you using it at this point in your lesson?</i></p>	<p>The strategy I intend to use is <u>personal anecdote</u></p> <p>I am using this strategy here because: everything about critique is personal and vulnerable, if I can model being vulnerable, how do I expect them to?</p>
<p>Procedures <i>(Include a play-by-play account of what students and teacher will do from the minute they arrive to the minute they leave your classroom. Indicate the length of each segment of the lesson. List actual minutes.)</i> Include: -teacher input -modeling -questioning strategies -guided/unguided: -whole-class practice -group practice</p>	<ul style="list-style-type: none"> • The students walk in a grab their folders- as they always do, attendance will be taken (5 min) • Christy will mostly likely introduce and let them know I will be leading the lesson but I will be prepared in case I get the chance to do it myself. (2 or 3 min) • I will pass out lined notebook paper explaining that they must write down five statements and/or questions during the example portion and to include the artist's name (2-3 min) • I start the presentation, linked here frontloading with a lot of words and vocabulary, may ask for more examples (5 min) • Example portion of the presentation, I will pause for students to write down a statement or question and then ask them to share out so we can talk about it. Will then give some background and ask if this changes their view of it, hopefully

<p>-individual practice -check for understanding -other</p>	<p>thig leads to another small conversation. (20-25 min)</p> <ul style="list-style-type: none"> Will ask that they hand in papers and then I believe they will do critique on their 2nd assignment.
<p>How do you intend to engage your students in thinking during the PROCEDURE?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The strategy I intend to use is <u>Individual, whole-class practice, and modeling</u></p> <p>I am using this strategy here because: these seem the most attune to what they're learning and it give equal access to participation no matter the students' comfortability with sharing.</p>
<p>Closure</p> <p><i>Those actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion.</i></p>	<p>Closure of this lesson involves collecting papers and switching gears to an actual critique and encouraging them to use what they just learned in said critique.</p>
<p>How do you intend to engage your students in thinking during CLOSURE?</p> <p>Why are you using it at this point in your lesson?</p>	<p>The strategy I intend to use is _____</p> <p>I am using this strategy here because:</p>
<p>Differentiation:</p> <p><i>Differentiation should be embedded throughout your whole lesson!!</i></p>	<p>Differentiation comes in with the addition of students writing their questions and/or statements as opposed to the only participation happening verbally.</p>
<p>Assessment Reflection: (data analysis)</p> <p><i>How will you know if students met the learning targets? Write a description of what you were looking for in each assessment.</i></p>	<p>I will read through the handed-in papers after class and listen to students at they share out to gauge where they are in comfortability in critique</p>

