

Teacher: Alison Bongiorno	Course: Art Essentials	Grade Level: 7	Date: December 2016
Topic/Objectives			
Topic: Perspective & Space: 2-Point Perspective Critique • Know how to analyze a work of art through • Know and use visual art techniques in creation of an artwork • Know how to express deeper thinking in organized written pieces			
Activities			
• Photograph artwork with digital camera • Digital Critique of digital images taken of artworks via Collaboration Space in OneNote ○ Students give a minimum of 4 written/typed responses to different peer artworks on Collaboration Space ○ Students give a minimum of 1 written/typed response to personal artwork on Collaboration Space • In-class, Oral Critique viewing Digital Critique/Collaboration Space in OneNote • Students give a minimum of 1 oral explanation of critiques given on Collaboration Space • Self-Assessment and Peer Assessment scoring on Critique Rubric ○ Students use a black marker when assessing themselves ○ Students use a colored marker when assessing their partner peer			
Differentiation			
Content	Critique - Digital Photography - OneNote Collaboration Space - 2-Point Perspective Colored Pencil - Watercolor - Mixed Media		
Process	Writing, reading, discussing; choice of sitting/standing during oral critique		
Product	Written comments, oral discussion, digital image		
IEP/504/GIEP	'Fidgeties' will be used by students as needed; they take these as needed from the silver bucket at front table; assistance provided during Resource for students needing help with written responses online		
Assessment			
Formative: • Teacher Observation/Feedback (Written & Oral)		Summative: • Critique (Digital & Oral) - Rubric	

Stage 1 – Desired Results

Established Goal(s):

Students will synthesize understanding of art criticism in written and oral formats, while documenting their artwork.

Understanding(s):

Students will understand that...

- Art production, aesthetics, and criticism, and history are fundamentally linked
- Art has its own accepted vocabulary that provides a means to discuss, analyze, and evaluate art
- The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the merits of artwork
- The critique process establishes a relationship between viewer and artist
- People interpret art in unique ways

Essential Question(s):

- Why critique art?
- Can art be evaluated?
- Which is more important, the artist's intention or the viewer's response?
- Why is specific vocabulary necessary in order to successfully evaluate art?
- How do artists apply constructive criticism in their artwork and/or the artwork of others?

Students will know...

- artworks are composed of the elements and arranged by the principles
- those mark-making techniques, and their resulting effects are specific to, and characteristic of, individual media
- that there are many criteria for judging works of art
- that personal preference impacts opinions about art

Students can/will be able to...

- discuss their understanding of and reactions to artworks, using vocabulary specific to the Design Elements and Principles
- evaluate their artwork
- express ideas in oral and in written forms
- employ the steps of the Art Criticism in viewing works of art (description, analysis, interpret and judgments)

Stage 2 – Assessment Evidence

Performance Task(s):

- To be assessed via rubric*
- Photograph artwork using a digital camera
 - Give a minimum of 4 written/typed responses to different peer artworks on Collaboration Space
 - Give a minimum of 1 written/typed response to personal artwork on Collaboration Space
 - Give a minimum of 1 oral explanation of critiques given on Collaboration Space

Other Evidence:

- Teacher observation (using tracking clipboard to follow in-class critique, and monitoring/facilitating digital critique)
- Peer assessment on rubric (in different colored marker)

Stage 3 – Learning Plan

Learning Activities:

Hook(s) & Closure(s):

Reflection:

Day 1:

- Critique overview
- Students document/photograph artwork with classroom digital camera
- OneNote Collaboration Space demo/instructions

Do Now (Warm-Up): What comes to mind when you think of a “critique”?

- students write on white board their own phrases/words, and discuss briefly

(Will be completed after teaching the lesson)

Getting Started with the Collaboration Space

The Collaboration Space is open to everyone in a class, and all class members can read or write on anything in this notebook. Teachers and students can also create new sections and pages in ways that work best for them.

For example, if a class splits up into group projects, each group could create a section in which to share project-related work. Members could access material in other group sections, so everyone should behave responsibly.

Better than a document on a file share or shared drive

With a Collaboration Space:

- o Multiple people can edit a document **at the same time**.
- o **Changes are merged** automatically.
- o The Collaboration Space notebook is **available offline** for each person.

Day 2:

- Students work in the lab on digital critique comments and feedback for self and peers
- Teacher continues to demonstrate via projector as students raise questions on use of Digital Critique space via OneNote

Do Now (Warm-Up): What is a benefit of digitally photographing your artwork?

- students write their responses in their sketchbooks, and discuss briefly

Day 3:

- Teacher facilitates in-class critique with Digital Critique space and comments visible on projector
- Students sit/stand in a cluster throughout discussion
- Students complete self-assessment and peer assessment

Closure: Students reflect on artwork in their sketchbooks and make a list of improvements they plan to make to their artwork, before project submission