

Unit 1, Lesson 1: Introduction to Visual Art Critique

Big Idea/ Topic

Enduring Understanding:

People gain insights into meanings of artworks by engaging in the process of art criticism.

Essential Questions:

What is art?

Who is considered an artist?

Why is art education important?

What are the elements and principles of art?

What is considered good art?

What is an art critique?

Standard Alignment

CREATING

VA8.CR.1 Visualize and generate ideas for creating works of art.

VA8.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.

VA8.CR.6 Keep an ongoing visual and verbal record to explore and develop works of art.

RESPONDING

VA8.RE.2 Critique personal works of art and the artwork of others, individually and collaboratively, using a variety of approaches.

VA8.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.

CONNECTING

VA8.CN.2 Develop life skills through the study and production of art.

VA8.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.

Instructional Design

**This lesson has a flexible timeline and will cross over several days.
This lesson is intended to reach students in a virtual setting, whether plugged or unplugged.
See bottom of lesson for list of unplugged supplies.*

FOUNDATIONAL INFORMATION:

Review of Elements and Principles of Art for use of art vocabulary in art critiques

CONCEPTS:

Definition of art, who is considered an artist, purpose of art education, artistic voice, Elements and Principles of Art, aesthetics/craftsmanship, art criticism/critique

VOCABULARY:

Elements of Art, Principles of Art, line, shape, color, texture, form, space, value, balance, emphasis, movement, proportion, rhythm, unity, variety, artist, 4 C's (creativity, critical thinking, collaboration, communication), artistic voice, aesthetics, craftsmanship, art criticism, critique, description, analysis, interpretation, judgement

LINKS:

VA8U1L1 [The Language of Art PowerPoint](#)

VA8U1L1 [Vocabulary](#)

VA8U1L1 [Art Critique Assessments](#)

TEACHER SUPPLIES:

- PowerPoints and Video Presentations
- Token Response Padlet (instructions on p.5)
- "I Like, I Wonder" Flipgrid (instructions on p.6-7)

STUDENT SUPPLIES:

- Visual-verbal journal & pencil

UNPLUGGED STUDENT SUPPLIES:

- Unplugged Student Packet (beginning on p.8)
- Scissors & glue
- All items listed under "Student Supplies"

OPENING

HOOK/INTRODUCTION ACTIVITY:

In a live or recorded session, share "The Language of Art" PowerPoint. Have students complete the reflective questions in their visual-verbal journals.

UNPLUGGED: Provide students with a print-out of the Glossary of Terms (p.9) and PowerPoint (p.10-14).



WORK SESSION

STUDENT AND TEACHER PROCEDURES:

- In a live or recorded session, introduce the four basic steps to art criticism/critiques, and how to use art vocabulary when critiquing by showing an art reproduction and discussing the following:
 - Description: Facts about what you see in the artwork (use art vocabulary)
 - Analysis: Identify how the artist used the Elements and Principles of Art
 - Interpretation: Why did the artist make this work? (purpose and meaning)
 - Judgement: In your opinion, is this artwork good? Do you like it? Is it successful? Explain.
- Have students participate in virtual critique 'stations' to introduce different art critique methods. Provide links to the stations via your district-approved platform. Stations include:
 - Token Response Padlet:
 - Create a Padlet with images of 8 artworks (Padlet instructions on p.5)
 - Have students respond to each artwork with an emoji token and a brief statement about their choices, according to the token key below.
 - 🏆: Best in the group
 - 👉: Best craftsmanship
 - 💡: Most original
 - ♥: Your favorite
 - 👎: Your least preferred
 - 💰: Worth the most money
 - 🕒: Took the most time to make
 - 🏠: Would like to have in your house
 - Flipgrid 'I like...I wonder...' critique:
 - Create one or more Flipgrid prompts with an image of an artwork, and instructions for student responses (Flipgrid instructions on p.6-7)
 - After considering the artwork, have students write responses to 'I like...' and 'I wonder...' in their visual-verbal journals. In their 'I like...' statements, students can form statements or opinions about the artwork, using art vocabulary. In their 'I wonder...' statements, the students can write questions about the artwork.
 - Students will then record video responses to the Flipgrid prompt, sharing their statements.
 - 'Write a letter to an artist' critique:
 - Create an assignment in your district-approved platform for students to write a letter to an artist, about a particular work.
 - Have students start the letter 'Dear (artist name)'
 - Have students write 3-5 sentences as if they are writing a letter to the artist about what they think the art is about, how they think it relates to the title, what they like or dislike, and any questions they have.
 - Have students sign the letter 'Sincerely, (their name)'
- *Unplugged: Provide students with the Token Response activity (p.15-17), the "I Like, I Wonder" activity (p.18-19), and the "Write a Letter to an Artist" prompt (p.20).*

CLOSING

- [Summative assessment: individual written art critique](#)
- [Student self-assessment/reflection about art critique methods](#)



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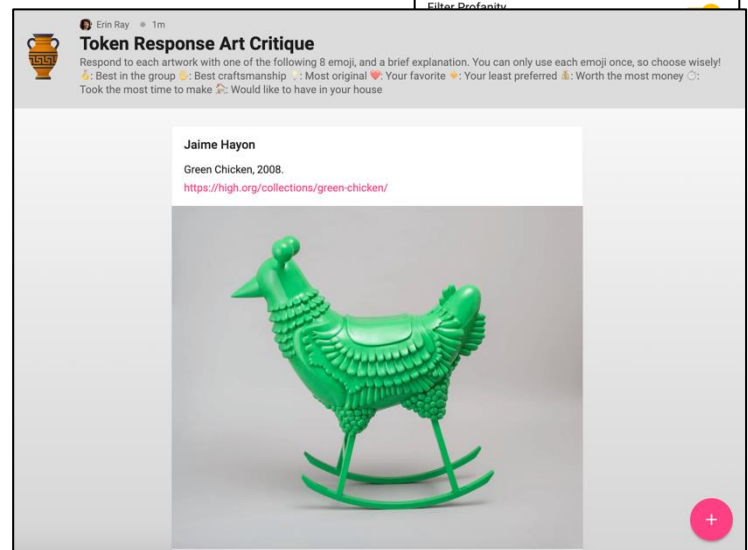
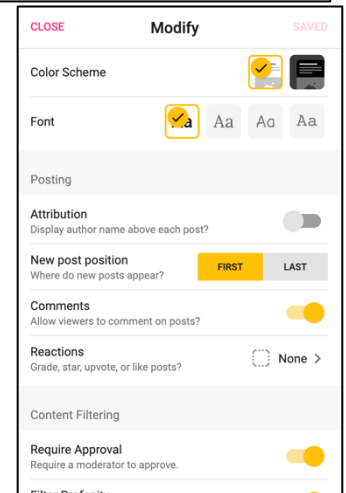
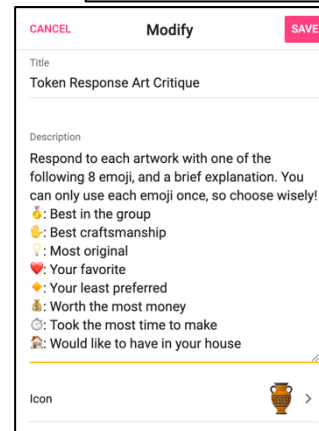
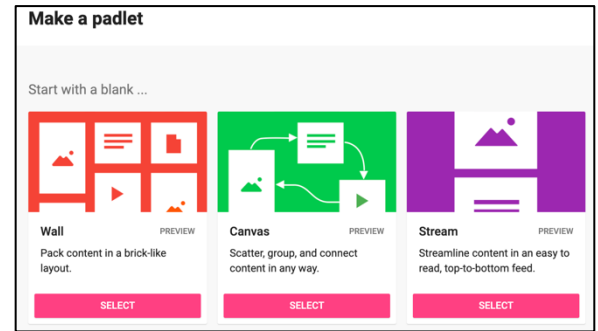
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CREATING A TOKEN RESPONSE PADLET

Instructions for Teachers

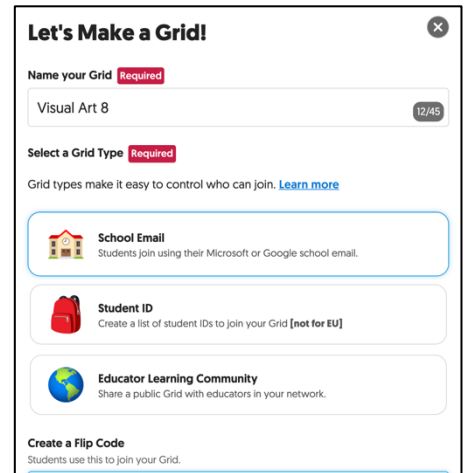
1. Padlet is a website that allows you to create collections of images or other prompts for students to respond to. Visit padlet.com and create a free account. Click the pink MAKE button to create your first padlet!
2. Select your layout. “Wall” or “Stream” work well for this activity.
3. Give your Padlet a title, and use the Description field to give instructions for student responses.
4. Scroll down in the Modify sidebar to further customize your Padlet. Be sure to turn **on** Comments, Require Approval, and Filter Profanity.
5. Click the pink “+” circle to add each of the images you’d like students to consider. (You’ll need to have the image downloaded onto your computer, then click the  to upload it to Padlet).
6. When you’re ready, click the “Share” button at the top right to get a shareable link, or invite your students via your district-approved platform!



CREATING AN “I LIKE, I WONDER” FLIPGRID

Instructions for Teachers

1. Flipgrid is a website that allows you to create a Grid for each class or group of students; you can then create videos or other prompts for students to respond to by recording their own brief videos. Visit flipgrid.com and create a free account.
2. Click the red “Add A New Grid” button to create your first Grid (class or group of students). Decide how you’ll invite students to your Grid, using your district-approved platform.
3. Inside your Grid, click “Add A New Topic” to create your prompt. Use the text field to share information about the artwork you’ve chosen, and give instructions for student video responses. Be sure to turn **on** moderation.
4. Scroll down to Media and click the button to Upload an Image (you’ll need to have the image saved on your computer). Click “Update Topic” to save!



Let's Make a Grid!

Name your Grid **Required**
Visual Art 8 12/45

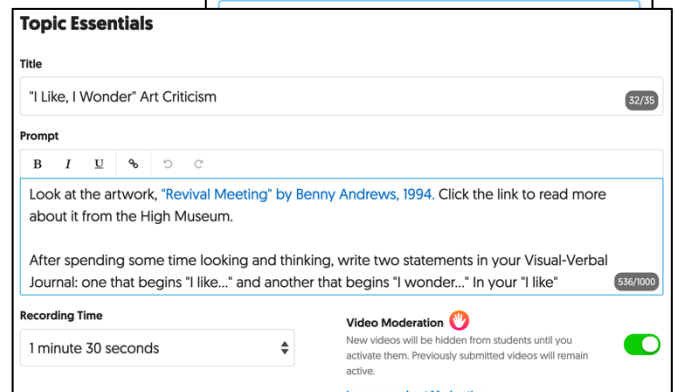
Select a Grid Type **Required**
Grid types make it easy to control who can join. [Learn more](#)

School Email
Students join using their Microsoft or Google school email.

Student ID
Create a list of student IDs to join your Grid **[not for EU]**

Educator Learning Community
Share a public Grid with educators in your network.

Create a Flip Code
Students use this to join your Grid.



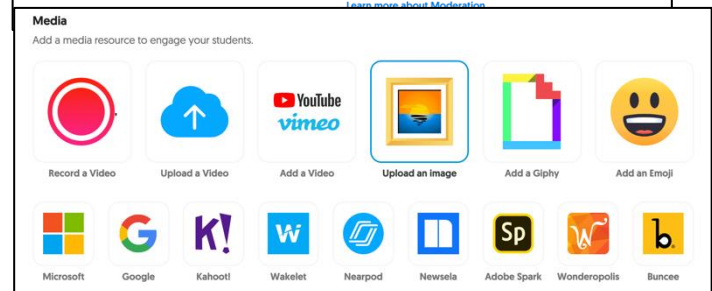
Topic Essentials

Title
"I Like, I Wonder" Art Criticism 32/35

Prompt
B I U
Look at the artwork, "Revival Meeting" by Benny Andrews, 1994. Click the link to read more about it from the High Museum.
After spending some time looking and thinking, write two statements in your Visual-Verbal Journal: one that begins "I like..." and another that begins "I wonder..." In your "I like" 536/1000

Recording Time
1 minute 30 seconds

Video Moderation
New videos will be hidden from students until you activate them. Previously submitted videos will remain active.
[Learn more about Moderation](#)



Media
Add a media resource to engage your students.

Record a Video Upload a Video Add a Video Upload an Image Add a Giphy Add an Emoji

Microsoft Google Kahoot! Wakelet Nearpod Newsela Adobe Spark Wonderopolis Buncee




CREATING AN “I LIKE, I WONDER” FLIPGRID

Instructions for Teachers

My Grids < Visual Art 8 < "I Like, I Wonder" Art Criticism

Topic Details



"I Like, I Wonder" Art Criticism

Jul 28, 2020 Flip Code: [d4c](#) [Add Topic Guests](#)

Look at the artwork, "["Revival Meeting" by Benny Andrews, 1994](#)". Click the link to read more about it from the High Museum.

After spending some time looking and thinking, write two statements in your Visual-Verbal Journal: one that begins "I like..." and another that begins "I wonder..." In your "I like" statement, share an opinion about the artwork, using art vocabulary. In your "I wonder" statement, ask a question that the artwork brings to mind.

Record a video response to this topic, sharing your "I like" and "I wonder" statements.

0 Responses

0 replies 0 views 0 hours of shared learning

[Export Data](#)

Start the discussion!

Add a video or share this Topic with your students to have them record.

[+ Record a Response](#) [Share Topic](#)

5. Your topic is ready! Click the blue “Share” button to get a shareable link, or invite students to this specific topic via your district-approved platform.
6. Students will click the green “Record a Response” button to create their videos, which you can then comment on individually.



Unplugged Student Packet

Visual Art Grade 8, Unit 1, Lesson 1: Introduction to Visual Art Critique

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GLOSSARY OF TERMS

In your journal, write each term and create an illustration/visual definition to go with it.

Elements of Art	The basic parts of an artwork. Line, color, value, shape, form, texture, and space are elements of art.
Principles of Art	Guidelines artists use as they create art works. Unity, variety, emphasis, balance, proportion, pattern, movement, and rhythm are the principles of design.
Line	A mark on a surface. Lines can be created by a pen, pencil, brush, stick etc., on a variety of surfaces. Line is an element of art.
Shape	A flat area, such as a circle or a square, that has clear boundaries. Shape is an element of art.
Color	What is perceived when waves of light strike the retina of the eye. Color is an element of art.
Texture	The way a surface looks and feels, such as smooth, rough, or bumpy. Texture is an element of art.
Form	A three-dimensional object, such as a cube or a ball. Form is an element of art. Form may be depicted on a 2-D surface.
Space	An empty surface or area. Also, the area surrounding something.
Value	The lightness or darkness of colors. Tints have a light value. Shades have a dark value. Value is an element of art.
Balance	The arrangement of the elements, in a work of art, to create a sense of equilibrium. Balance is a principle of art.
Emphasis	It is the importance given to certain object or areas in an artwork. Color, texture, shape, and size can be used to create emphasis. Emphasis is a principle of art.
Movement	The sense of motion or action created in an artwork. Also, a trend in an art is called a movement. Movement is a principle of art.
Proportion	The relation of one thing to another with respect to size and placement.
Rhythm	The repeating of elements, such as lines, shapes, or colors, that creates a pattern of visual motion in an artwork. Rhythm is a principle of art.
Unity	The state of being united or joined as a whole. Unity is a principle of art.
Variety	The combination of elements or art, such as line, shape, or color, in an artwork. Variety is a principle of art.
Artist	A person who practices any of the various creative arts, such as a sculptor, novelist, poet, or filmmaker.
4C's	Specific skills that are important for preparing students to succeed in the 21 st Century.
Creativity	The use of the imagination or original ideas, especially in the production of an artistic work.
Critical Thinking	The objective analysis and evaluation of an issue in order to form a judgment.
Collaboration	The action of working with someone to produce or create something.
Communication	The imparting or exchanging of information or news.
Artistic voice	Unique and recognizable artistic style that is distinctly your own; your inspiration, your materials, techniques, themes and color palette all working together in a way that looks like it comes from you and no one else.
Aesthetics	Ideas about what makes a work of art beautiful or satisfying.
Craftsmanship	Skill, knowledge and neatness resulting in expert workmanship.
Art criticism	The process of looking at, thinking about, and judging an artwork.
Critique	The process of using description, analysis, interpretation, and judgement to evaluate a work of art.
Description	A list of the visual qualities of the work that are obvious and immediately perceived.
Analysis	Formal aspects of elements of art, principles of design, and other formal considerations
Interpretation	Ideas for possible meaning based on evidence.
Judgement	Overall strengths/success/merit of the work.



Unit 1 The Language of Art Introduction to Visual Art



What is Art?

- Take 2 minutes to brainstorm and jot down what you think art is in your visual verbal journal
- Discuss your thoughts with your table group
- Choose 1 representative from each group to share with the class some of the thoughts your group came up with
- We will revisit this question later in the class to see if your thoughts/feelings about art have changed

3/30/2018

The Language of Art Introduction to Visual Art



Is this Art?



Image 1



Image 2

3/30/2018

The Language of Art Introduction to Visual Art



Is this Art?



Image 3



Image 4

3/30/2018

The Language of Art Introduction to Visual Art



Art is...

the expression or application of human creative skill and imagination, producing works to be appreciated primarily for their beauty or emotional power

- Artistic Voice
- Inspiration
- Personal Relevance
- Intent/Purpose

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The Language of Art Introduction to Visual Art



Who is considered an artist?

- Take 2 minutes to brainstorm and jot down what you think art is in your visual verbal journal
- Discuss your thoughts with your table group
- Choose 1 representative from each group to share with the class some of the thoughts your group came up with
- We will revisit this question later in the class to see if your thoughts/feelings about art have changed

Image 5

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The Language of Art Introduction to Visual Art



Are these people artists?

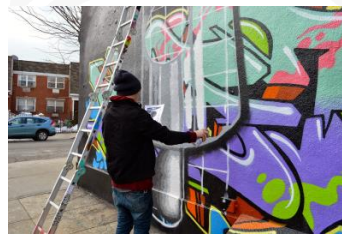


Image 5



Image 6

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The Language of Art Introduction to Visual Art



Career Connections

Example jobs: Graphic Designer, Illustrator, Art Educator, photographer, Interior Decorator, Fashion Designer, architect, animator/cartoonist



Image 7



Image 8

3/30/2018

The Language of Art Introduction to Visual Art



Why is Art Education important?

- Take 2 minutes to brainstorm and jot down what you think art is in your visual verbal journal
- Discuss your thoughts with your table group
- Choose 1 representative from each group to share with the class some of the thoughts your group came up with
- We will revisit this question later in the class to see if your thoughts/feelings about art have changed

3/30/2018

The Language of Art Introduction to Visual Art



Image 9

The 4C's

- Creativity
- Critical Thinking
- Collaboration
- Communication

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The Language of Art Introduction to Visual Art



What are the Elements of Art?

- The main ingredients in a visual work of art
- Line, Shape, Color, Form, Texture, Space, Value

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The Language of Art Introduction to Visual Art



Line

A mark on a surface. Lines can be created by a pen, pencil, brush, stick etc., on a variety of surfaces. Line is an element of art.

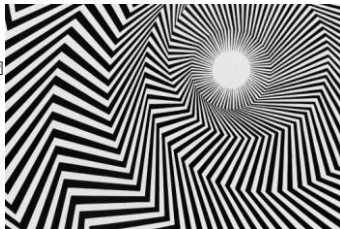


Image 10

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The Language of Art Introduction to Visual Art



Shape

A flat area, such as a circle or a square, that has clear boundaries. Shape is an element of art.



Image 11

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The Language of Art

Introduction to Visual Art



Color

What is perceived when waves of light strike the retina. Color is an element of art.

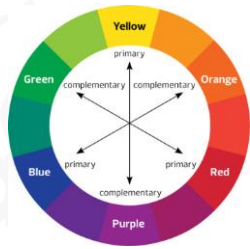


Image 1.2

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The Language of Art

Introduction to Visual Art



Form

A three-dimensional object, such as a cube or a ball. Form is an element of art. Form may be depicted on a 2-D surface.

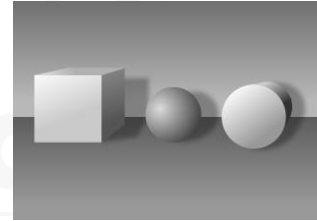


Image 1.3

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Introduction to Visual Art



Texture

The way a surface looks and feels, such as smooth, rough, or bumpy. Texture is an element of art.



Image 1.4

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Introduction to Visual Art



Space

An empty surface or area. Also, the area surrounding something. Space is an element of art.



Image 1.5

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Introduction to Visual Art



Value



Image 1.6

The lightness or darkness of colors. Tints have a light value. Shades have a dark value. Value is an element of art.



Image 1.7

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Introduction to Visual Art



What are the Principles of Art?

- The 'added spices' in a work of art
- Balance, emphasis, movement, proportion, variety, rhythm, unity

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Balance

The arrangement of the elements in a work of art, to create a sense of equilibrium. Balance is a principle of art.

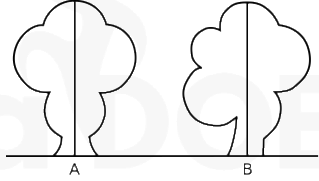


Image18

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The Language of Art

Introduction to Visual Art



Emphasis

It is the importance given to certain objects or areas in an artwork. Color, texture, shape, and size can be used to create emphasis. Emphasis is a principle of art.



Image19

3/30/2018

The Language of Art

Introduction to Visual Art



Movement

The sense of motion or action created in an artwork. Movement is a principle of art. A trend in art is also called a movement.



Image20

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The Language of Art

Introduction to Visual Art



Proportion

The relation of one thing to another with respect to size and placement. Proportion is a principle of art.

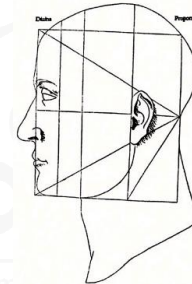


Image21

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The Language of Art

Introduction to Visual Art



Variety

The combination of elements of art, such as line, shape, or color, in an artwork. Variety is a principle of art.



Image22

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The Language of Art

Introduction to Visual Art



Rhythm

The repeating of elements, such as lines, shapes, or colors, that creates a pattern of visual motion in an artwork. Rhythm is a principle of art.



Image23

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Introduction to Visual Art



Unity

A principle of art, unity occurs when all of the elements of a piece combine to make a balanced, harmonious, complete whole.



Image24

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The Language of Art

Introduction to Visual Art



What is considered GOOD art?

- Take 2 minutes to brainstorm and jot down what you think art is in your visual/verbal journal
- Discuss your thoughts with your table group
- Choose 2 representative from each group to share with the class some of the thoughts your group came up with
- We will revisit this question later in the class to see if your thoughts/feelings about art have changed

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The Language of Art

Introduction to Visual Art



Aesthetics- Ideas about what makes a work of art beautiful or satisfying.
Craftsmanship- Skill, knowledge and neatness resulting in expert workmanship.



Image25

3/30/2018

The Language of Art

Introduction to Visual Art



What is an art critique?

- The process of using description, analysis, interpretation, and judgement to evaluate a work of art.
- There are many ways critiques can be done to get people talking about art!
- Let's look at some examples of art critiques...

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Introduction to Visual Art



Four basic steps of an art critique

- **Description:** Facts about what you see in the artwork (use art vocabulary)
- **Analysis:** Identify how the artist used the elements and principles of art
- **Interpretation:** Why did the artist make this work? (purpose and meaning)
- **Judgement:** In your opinion, is this artwork good? Do you like it? Is it successful? Explain.

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Introduction to Visual Art



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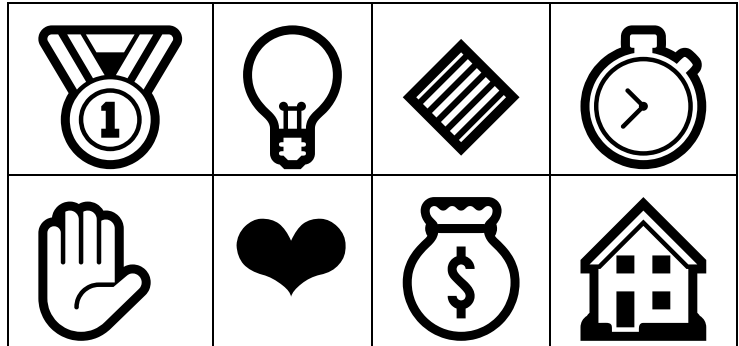


TOKEN RESPONSE

Art Criticism Activity

Cut out the emoji tokens, then consider each of the images. Using the token key below, choose an emoji for each artwork. In the space provided, write a brief explanation for your choice.

- 🏆: Best in the group
- 👉: Best craftsmanship
- 💡: Most original
- ♥️: Your favorite
- 📏: Your least preferred
- 💰: Worth the most money
- 🕒: Took the most time to make
- 🏠: Would like to have in your house



Attach token here.



Attach token here.

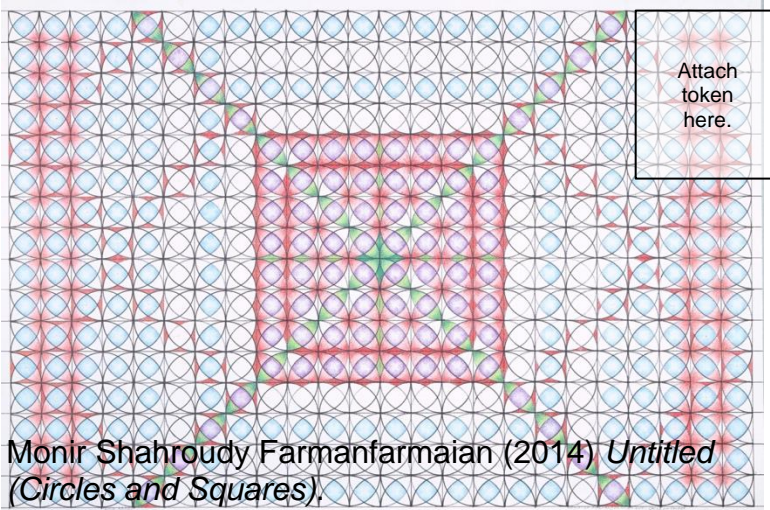
Dawoud Bey (1978) *Three Women at a Parade*.

Jaime Hayon (2008) *Green Chicken*.

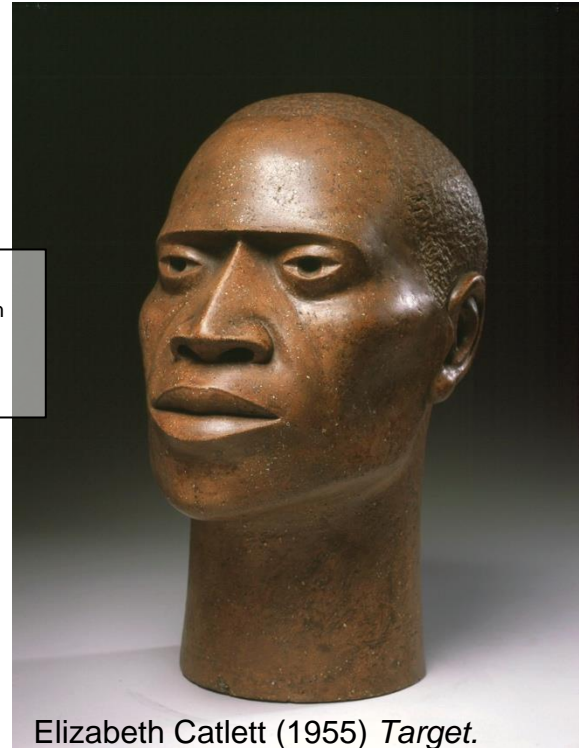


TOKEN RESPONSE

Art Criticism Activity



Monir Shahroudy Farmanfarmaian (2014) *Untitled (Circles and Squares)*



Elizabeth Catlett (1955) *Target*

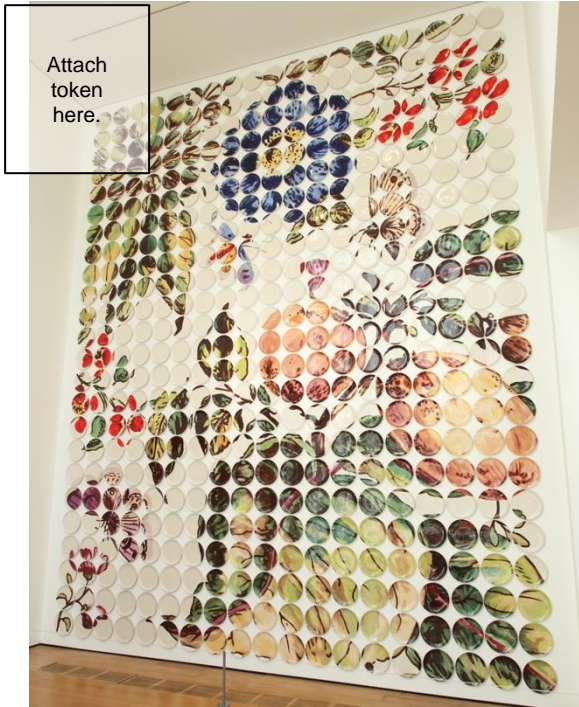


El Anatsui (2006) *Taago*



TOKEN RESPONSE

Art Criticism Activity



Attach token here.



Attach token here.

Henry Ossawa Tanner (1929-1930) *Destruction of Sodom and Gomorrah*.

Molly Hatch (2013-2014) *Physic Garden*.

Felipe Benito Archuleta (1977) *Lion*.

Attach token here.



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“I LIKE, I WONDER”

Art Criticism Activity

Consider each artwork. After spending some time looking and thinking, write two statements: one that begins "I like..." and another that begins "I wonder..." In your "I like" statement, share an opinion about the artwork, using art vocabulary. In your "I wonder" statement, ask a question that the artwork brings to mind.



Benny Andrews (1994) *Revival Meeting*.

I like...

I wonder...

Renee Stout (2010) *We Were Laughing on the Sun Porch*.

I like...

I wonder...



“I LIKE, I WONDER”

Art Criticism Activity

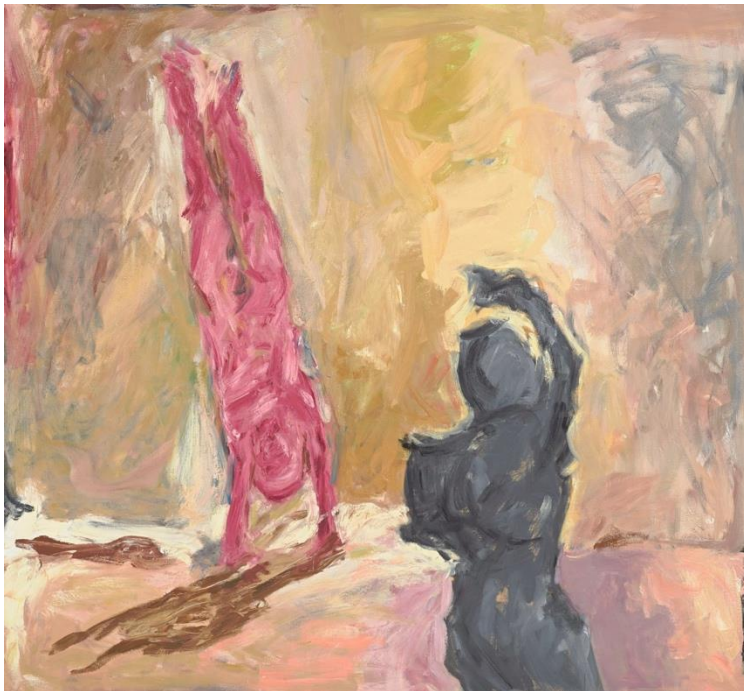


Alex Prager (2014) *Simi Valley*.

I like...

I wonder...

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Rocío Rodríguez (1988) *The Command*.

I like...

I wonder...

Georgia Department of Education

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LETTER TO AN ARTIST

Art Criticism Activity

Consider *Abandoned Treasures* (1945-46) by Yasuo Kuniyoshi. Write a letter to the artist about the work, including what you think the art is about, how you think it relates to the title, what you like or dislike, and any questions you have.



Image used with permission from the High Museum of Art.

Dear Mr. Kuniyoshi,

Sincerely, _____



Evidence of Student Success

Diagnostic

- [Pre-test to gauge prior knowledge of art critiques](#)

Formative

- Checks for comprehension of critique methods in virtual or pencil & paper stations

Summative

- [Individual written art critique](#)
- [Student Self-Assessment/Reflection about critique methods](#)

Student Learning Supports

INCREASED RIGOR:

Students needing an extra challenge can research additional art critique methods they would like to try in class.

ADAPTED ASSIGNMENT:

Teacher will remediate and adjust learning goals according to student needs. Strategies may involve scaffolding by limiting choices, peer mentoring, or one-to-one re-delivery of instruction.

Engaging Families

UNPLUGGED VARIATION SUPPORT MATERIALS:

- Unplugged Student Packet
 - Glossary of Terms
 - The Language of Art PowerPoint (print version)
 - Token Response Activity
 - "I Like, I Wonder" Activity
 - Letter to an Artist prompt

*****All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs and safety.***

