Formal Critique of Design

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **1-2 weeks**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
	What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
1.5.12adv.Cr1a	Visualize and generate art and design that can affect social change.
1.5.12adv.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea or concept.
1.5.12adv.Cr2a	Experiment, plan and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
1.5.12adv.Cr2b	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools and equipment in the creation and circulation of creative work.
1.5.12adv.Cr2c	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.
1.5.12adv.Cr3a	Reflect on, re-engage, revise and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
1.5.12adv.Pr4a	Critique, justify and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
1.5.12adv.Pr5a	Investigate, compare and contrast methods for preserving and protecting art.
1.5.12adv.Pr6a	Curate a collection of objects, artifacts or artwork to impact the viewer's understanding of social, cultural and/or political experiences.
1.5.12adv.Re7a	Analyze how responses to art develop over time based on knowledge of and experience with art and life.
1.5.12adv.Re7b	Determine the commonalities within a group of artists or visual arts attributed to a particular type of art, timeframe, or culture.
1.5.12adv.Re8a	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.
1.5.12adv.Re9a	Construct evaluations of a work of art or collection of works based on differing sets of criteria.

1.5.12adv.Cn10a	Synthesize knowledge of social, cultural, historical, and personal life with artmaking approaches to create meaningful works of art or design.
1.5.12adv.Cn11a	Assess the impact of an artist or a group of artists on the beliefs, values and behaviors of a society.
1.5.12adv.Cn11b	Assess the impact of an artist or group of artists on global issues, including climate change.

BRIEF SUMMARY OF UNIT

Criticism is an important part of design creation and viewing. Students will be continuing to learn about the structure of design criticism, i.e., describing designs in terms of the elements and principles of design; pointing out how the elements are working for or against the composition. Through their findings students will develop an advanced ability to meaningfully participate in the critique process. This process will help enable them to make better choices throughout the process of design.

Revision Date: June 2022

ESSENTIAL QUESTIONS/ ENDURING UNDERSTANDINGS

How does a Graphic Designer use the elements and principles of design to communicate and influence the viewer?

What is a formal critique and what is the value of having and participating in one?

How does the critique aid in completing a successful design?

Students will gain an understanding of how constructive criticism and feedback will help them become a better designer.

Through design and color, a designer can connect and create a connection to its viewers/clients.

STUDENTS WILL KNOW/ STUDENTS WILL BE SKILLED AT

Students will know the key vocabulary of the formal critique.

Students will know the elements and principles of design and how to recognize and discuss the ways they have been used in a design.

Students will know the difference between criticism and constructive criticism.

Students will know the meaning of composition, the importance and how it relates to a critique.

Students will be skilled how to correctly analyze a piece of design.

Students will be skilled at participating in a critique.

LEARNING PLAN

- Preview the essential questions and connect the learning throughout the unit.
- Teacher introduction to critique: handouts of vocabulary, terms and expectations.
- Teacher explanation of composition and analyzing of a composition.
- Teacher demonstration of a good critique.
- Class discussions of different layout options and artists choices.
- student discussions of student work, throughout the year.

EVIDENCE/PERFORMANCE TASKS

Fine and Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/ Presenting/ Producing, Connecting, and Responding.

- Meaningfully and appropriately participate in class critique and discussions.
- Complete class projects including weekly critique discussions with peers and teacher.
- complete self-assessments on Google Classroom.
- Participate in assessment rubrics.

MATERIALS

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- Computers equipped with the Adobe Creative Cloud Bundle
- Color Printer (inks)
- Internet resources
- Teacher examples
- Internet examples
- Google Classroom

- Projector

SUGGESTED STRATEGIES FOR MODIFICATION

This link includes content specific accommodations and modifications for all populations:

Fine Arts Accommodations & Modifications

All materials and notes will be available on the classroom network for access, the teacher will be available to assist and individually instruct any and all students. All necessary modifications and support will be provided to all students in need to reach their fullest potential in this class.