

# Formal Critique of Design

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

## **BRIEF SUMMARY OF UNIT**

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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**

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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**

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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**

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- 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**

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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**

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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**

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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.