

# ART CRITICISM

Grade: 6<sup>TH</sup>-7<sup>TH</sup>

Length of lesson: 2 weeks

Unit/Lesson #: WEEKS 4-5

Art: Images and Ideas (Chapman), The Visual Experience (Hobbs and Salome)

Teacher: Kerrie Vytlacil

Saved as: 6-7lp5.doc

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## INSTRUCTION

<p><b>Student Objectives</b></p>	<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Use guidelines for perceiving, interpreting and judging art</li> <li>2. Apply art criticism steps in the critique of a contemporary Christian artist</li> <li>3. Incorporate art criticism steps to creation of the art project</li> </ol>		
<p><b>Anticipatory Set or Motivation</b> Intro: Exemplars /Vocabulary: Bible focus: Project Directions:</p>	<p>Review previous lessons: creative process, elements and principles, art philosophies Link to scientific method steps in science. See unit packet. God is the ultimate judge.</p>		
<p><b>Checks for Understanding</b> Questions: Art vocabulary terms</p>	<p>During class demo of critique of poster. Have class name items within each step identified. See unit packet</p>		
<p><b>Special Instructions for Materials Handling</b></p>	<p></p>		
<p><b>Instruction</b></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Teaching Strategy</b> (demonstration)</p> <p>Walk class through 4-step critique of Van Gogh classroom posters. Explain project. Guide class through book assembly and brainstorming, selection of interior pages. Explain cover page. Demo bookmaking and sketching. Set up computer for Internet page research.</p> <p><b>TIMELINE:</b> Class 1: assemble book, thumbnails of pages Class 2: internet time, or begin work on interior pages and cover art/title. Check critiques. Class 3: internet time, or continue working on interior pages and cover. Check critiques. Class 4: finish book by end of class</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p><b>Learning Strategy</b> (guided practice) <b>PROCEDURES:</b></p> <p>Construct book. Select interior pages from choices given in unit packet.</p> <p><b>HOMEWORK:</b> Internet search on <a href="http://www.christcenteredart.com">www.christcenteredart.com</a> or <a href="http://www.michaelpodesta.com">www.michaelpodesta.com</a> for 1 artwork by 1 contemporary Christian artist. Use critique handout to write up critique of single artwork. Take notes on personal info for biography page. Sketch pictures for book. <b>CLASSWORK:</b> Sign up for Internet time during class to complete the above.</p> <p style="text-align: right;">Assemble interior pages of book, with cover and title.</p> </td> </tr> </table>	<p><b>Teaching Strategy</b> (demonstration)</p> <p>Walk class through 4-step critique of Van Gogh classroom posters. Explain project. Guide class through book assembly and brainstorming, selection of interior pages. Explain cover page. Demo bookmaking and sketching. Set up computer for Internet page research.</p> <p><b>TIMELINE:</b> Class 1: assemble book, thumbnails of pages Class 2: internet time, or begin work on interior pages and cover art/title. Check critiques. Class 3: internet time, or continue working on interior pages and cover. Check critiques. Class 4: finish book by end of class</p>	<p><b>Learning Strategy</b> (guided practice) <b>PROCEDURES:</b></p> <p>Construct book. Select interior pages from choices given in unit packet.</p> <p><b>HOMEWORK:</b> Internet search on <a href="http://www.christcenteredart.com">www.christcenteredart.com</a> or <a href="http://www.michaelpodesta.com">www.michaelpodesta.com</a> for 1 artwork by 1 contemporary Christian artist. Use critique handout to write up critique of single artwork. Take notes on personal info for biography page. Sketch pictures for book. <b>CLASSWORK:</b> Sign up for Internet time during class to complete the above.</p> <p style="text-align: right;">Assemble interior pages of book, with cover and title.</p>
<p><b>Teaching Strategy</b> (demonstration)</p> <p>Walk class through 4-step critique of Van Gogh classroom posters. Explain project. Guide class through book assembly and brainstorming, selection of interior pages. Explain cover page. Demo bookmaking and sketching. Set up computer for Internet page research.</p> <p><b>TIMELINE:</b> Class 1: assemble book, thumbnails of pages Class 2: internet time, or begin work on interior pages and cover art/title. Check critiques. Class 3: internet time, or continue working on interior pages and cover. Check critiques. Class 4: finish book by end of class</p>	<p><b>Learning Strategy</b> (guided practice) <b>PROCEDURES:</b></p> <p>Construct book. Select interior pages from choices given in unit packet.</p> <p><b>HOMEWORK:</b> Internet search on <a href="http://www.christcenteredart.com">www.christcenteredart.com</a> or <a href="http://www.michaelpodesta.com">www.michaelpodesta.com</a> for 1 artwork by 1 contemporary Christian artist. Use critique handout to write up critique of single artwork. Take notes on personal info for biography page. Sketch pictures for book. <b>CLASSWORK:</b> Sign up for Internet time during class to complete the above.</p> <p style="text-align: right;">Assemble interior pages of book, with cover and title.</p>		
<p><b>Informal Evaluation</b></p>	<p>Checks for Understanding, Guided Practice (student art making), Monitor and Mentor, Scan, LQ</p>		
<p><b>Formal Assessment</b> (circle)</p>	<p><b>Forms:</b> survey / self evaluation / rubric / checklist <b>Process Critique:</b> class / teacher / guest / 1 to 1 / self <b>Teacher observation:</b> Monitor and Mentor / Scan / Anecdotal Notes <b>Test:</b> Objective (Multiple Choice / Fill-in Blanks) / Subjective (Essay) <b>Sketchbook / Journal:</b> Rubric or Checklist</p>		
<p><b>Follow-Up</b> Remediation (Slow it down, Simplify): Enrichment/Extensions (Speed it up, Challenge): Tangents/Connections (Interdisciplinary):</p>	<p>Just make the book with a cover and title for free sketching.</p> <p>Brainstorm other interior page options: puzzles, word-finds based using info about artist, lists of other artworks including title, date, image size, dimensions.</p>		
<p><b>Closure</b> What / How / Why What did we learn? Did we meet the criteria of the rubric / objectives? How? Why? Why not?</p>	<p><b>Review questions:</b> Class shares books and what was learned on last class. Did the critique follow the handout format? What was the most difficult part about the critique process? About the book making project?</p>		
<p><b>Independent Practice</b> (circle)</p>	<p><b>Assignments:</b> Textbook / sketchbook / journal / other:</p>		

## PREPARATION

<p><b>Materials needed</b></p>	<p>Crayons, markers, colored pencils, pencils, (4) 9x12 newsprint or (4) 8 ½ x 11 copy paper, 9x12 construction paper</p>
<p><b>Audio / Video</b> (circle)</p>	<p>Video (DVD-VHS) / Audio (CD-CDR) / Slides / CD-Rom / teacher disk-CD / other</p>
<p><b>Equipment</b> (circle)</p>	<p>TV or Monitor / Slide projector / VHS-DVD Player / Computer / Presenter / Overhead Projector / other</p>
<p><b>References</b> (circle)</p>	<p>Books or Literature / Posters / Reproductions / Transparencies / Slides / WebSites / other: SEE UNIT PACKET</p>
<p><b>Student Handouts</b></p>	<p>Week4 unit 4 packet</p>

## ABOUT THIS LESSON

Activity / Project **Art criticism2**  
Targeted Skills / Techniques Criteria and standards for judgment  
Topic / Subtopic Art criticism part 2  
Concept: Big Idea Art work is judged by standards and criteria.  
Concept: Essential Questions How can we judge our art as Christians and as artists?  
Bible verse / theme / principle  
SCRIPTURAL OBJECTIVES:  
OBJECTIVES:  
Art Production  
Art History  
Art Criticism  
Aesthetics

(Picture of sample project)

**Reflection:**

How did I do?

How did the lesson work?

How did the students respond?

Improvements:

Strengths:

Weaknesses:

Differentiation: