

# In-progress Peer Critiques

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50 min Class

## Lesson Summary

This lesson is integrated into the planning stages of an artwork that asks students to communicate an emotion through body language. Students will have five days to do research and make multiple iterations in their sketchbooks as possibilities for a final project. They will then select one image from their sketches that will be turned into a black and white image and printed. The printed image will then be used as part of a peer critique where students will work in groups of three and have the opportunity to draw and color over one another's printed sketches. This will allow students to assist one another with visual problem solving by creating alterations in the initial sketch. They will also provide possibilities for color schemes and styles that will be visually represented on the printed sketch.

*Throughout time peers have been a valuable resource for challenging ideas and improving outcomes.*

## Rationale

The in progress peer critique is a way for students to begin seeing each other as a resource to challenge ideas and improve work. Through conversations and making adjustments to each others pieces, students are also learning valuable skills in cooperation and teamwork. In addition, this lesson helps students to dig deeper into the planning stages of a project and work through visual and conceptual problem solving at a higher level.

## Art Standards

VA:Re.7.1.8a

Hypothesize ways in which art influences perceptions and understandings of the human experience

VA:Re. 9.1a

Establish relevant criteria in order to evaluate a work of art or collection of works

## Key Concepts

- Peers are a resource for improving artworks
- Thinking through multiple criteria categories can help communicate ideas in an artwork

## Essential Questions

- How can peers help improve artworks
- What criteria can help communicate an emotion in your artwork?

## Objectives

### Skill

Students will assess their peers sketches and evaluate how successful their ideas meet project requirements

### Knowledge

Students will interpret how body language is used to communicate an emotion in their peers artworks

### Disposition

Students will make changes in the print outs of each others sketches.

## Assessment

### Pre-assessment

Students will create multiple iterations of ideas for their final artwork in their sketchbook

### Formative assessment

Students will work over print outs of their peers sketches to make color choices, corrections to figure proportions and poses, and other criteria of their choice.

### Summative assessment

Students will have conversations about the changes they made, why they made them, and what it adds to the artwork.

## **In-Progress Peer Critiques**

- 1. Create a color scheme that you think is appropriate for your peers artworks and helps communicate their selected emotion.**
- 2. Trace or draw over the figure. Make alterations that you think improves how the figure communicates the selected emotion. Consider the point of view the figure is drawn in. If you think an entirely different pose or point of view would better communicate the emotion, draw it in.**
- 3. Make notes about what is successful or not successful regarding the composition of the piece. Make alterations in the drawing to improve the composition if necessary.**
- 4. Choose one additional criteria to alter or comment on from the following list.**
  - Style**
  - Narrative**
  - Lighting**
  - Setting**