

Visual Arts Methodology

EDUC 5331-20

Domenica Mediati

Grade 11 Visual Arts Lesson Plan:

The Critical Analysis Process: what does art mean to you?

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**Lesson Plan**

<b>Teacher Candidates:</b> Alessandra Cutrone, Alexander Salois, Jenni Vlad, Bianca Liburdi, Alaina Srnec, and Eric Tremblay		
<b>Date:</b> November 14 <sup>th</sup> , 2022		<b>Duration:</b> 75 minutes
<b>Strand B</b>	<b>Grade Level:</b> Grade 11	<b>Content Area:</b> Visual Arts
<b>Lesson Topic:</b> The Critical Analysis Process: what does art mean to you?		

<p><b><i>Curriculum Expectations:</i></b></p> <p>Overall Expectations:  <b>B2. Art, Society, and Values:</b> demonstrate an understanding of how art works reflect the society in which they were created, and of how they can affect personal values.</p> <p>Specific Expectations:  <b>B1.1</b> describe their initial reactions to a variety of art works.  <b>B1.2</b> identify and describe the elements and principles of design used in their own art works and the works of others and explain how they are used to achieve specific effects.  <b>B1.4</b> use a variety of strategies to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works</p>
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<p><b><i>Learning Goals:</i></b></p> <p>Student will be able...</p> <ul style="list-style-type: none"> <li>• To critically analyze pieces of art by deconstructing visual content and identifying elements and principles of design</li> <li>• To describe and reflect on the qualities of their own artwork and other’s artwork using a variety of criteria</li> </ul>	<p><b><i>Success Criteria:</i></b></p> <p>I can ...</p> <ul style="list-style-type: none"> <li>• Describe my first reactions to a variety of pieces of art</li> <li>• Identify and describe the elements and principles of design used in my own artwork and those of others</li> <li>• Explain how elements and principles of design are used to attain specific effects or purpose</li> <li>• Use various strategies to identify and reflect on the qualities of my own art works and those of others</li> <li>• Evaluate/critique the effectiveness of my own art works and those of others</li> </ul>
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<p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>Grade 10 Open, Visual Arts (AVI20)</li> </ul> <p><b>Strand B:</b> some of the expectations are remarkably similar, grade 10 visual arts will be part of the base of learning about art reflecting, responding, and analysing.</p>
<p><b>Learning Environment</b></p> <p><i>I would like my students to be sitting individually (in rows) when diving into this lesson because I want them to have their own critical analysis and to not get persuaded by another classmate. Followed by an in-person class gallery tour where the students would walk around the class and look at everyone’s artwork. Additionally, we would display the artwork in the school hallway where the whole school could appreciate the artwork.</i></p>
<p><b>Overview of Lesson</b></p> <p><b>Opening 10-15 minutes</b>  <b>Activity 1 20 minutes</b>  <b>Activity 2 30 minutes</b></p>

Time	Description	Resources
10 –15 mins	<p><b>Opening (“Hook”)</b></p> <p>Students will be shown a Jackson Pollock painting, specifically <i>One: Number 31, 1950</i>. Students will be asked to write down their initial thoughts/feelings about the painting. After students write down their initial reactions, they will be shown a 3-minute video on <b>How to CRITIQUE Art: Tips for Students &amp; Teachers</b> <a href="https://www.youtube.com/watch?v=aZJDdfJHKxM">https://www.youtube.com/watch?v=aZJDdfJHKxM</a></p> <ol style="list-style-type: none"> <li>Class discussion about what we learned in the video.</li> <li>Followed by the students discussing if they have any other art critique techniques.</li> </ol> <p><b>Key Question(s):</b></p> <p>What makes a good art critique? What makes a poor one?                  What questions do you still have about conducting an art critique?</p>	<p><b>Jackson Pollock Painting</b>  <i>One: Number 31, 1950</i></p> <p><b>YouTube Video</b>  <i>How to CRITIQUE Art: Tips for Students &amp; Teachers</i></p>
20 mins	<p><b>Activity 1: Art Critique (20 mins)</b></p> <p>As a class, we will go over the Jackson Pollock painting <i>One: Number 31, 1950</i>.</p> <ol style="list-style-type: none"> <li>We will then discover the other critiques from past art critics (i.e., historical context of the painting).</li> <li>Students will then compare their own personal critique compared to the critic's critiques.</li> </ol> <p><b>Key Question:</b></p> <ol style="list-style-type: none"> <li>How does your initial reaction compare to the critics’ critiques?</li> </ol>	<p><i>Appendix A</i></p>

<p>30 minutes</p>	<p style="text-align: center;"><b>Activity 2: Critique as a Group</b></p> <p>1) As group students will explore the Detroit Institute of Art website and will select an art piece to critique.</p> <p>2) Students will use the “Art Critique” handout to guide them through this activity. Each group will be asked to informally present their critiques to the class.</p>	<p style="text-align: center;"><i>Appendix A</i></p>
<p><b>Next Lessons to come...</b></p> <p>1) As we move forward with this unit, the student will eventually create their own abstract artwork.</p> <p>2) The student will then create persuasive writing piece on their own artwork. (<i>Appendix B</i>)</p> <p>3) We will display the artwork in the class, as a gallery walk, and each student will choose 2 art pieces that attracts their attentions and will then critique it.</p>		

***Differentiated Instruction******Multiple Means of Representation:***

- Students will be given creative freedom when creating their pieces giving a wide range of opportunities for differentiated instruction when representing their work and what they learned, i.e., methods used, materials used, etc.

***Multiple Means of Engagement:***

- Students will learn about the topic in numerous ways including audio and visual learning through videos, articles, peer assessment, etc.

***Multiple Means of Expression:***

- Students will be able to express their knowledge in numerous ways including individual critical analysis and presentation of their work in the form of an art gallery.

***Application of Knowledge***

- Students will use these critical analysis skills to improve and reflect on their own artworks as well as develop a more critical eye for other subject areas through self-reflection.

***Cross curricular applications:***

- Students will be required to write a persuasive piece, persuading their classmates about why they should “buy” their art piece. They will follow a persuasive writing format, explaining and defending their artistic choices.
- ENG3U. Writing - Voice. 2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing.

**Assessment Strategies:****Assessment for learning**

- Students will engage in peer evaluations in the form of art critiques, providing peers with constructive feedback and receiving feedback from their peers.

**Assessment as learning**

- Students will complete a self-critique of their artwork, commenting on strengths, areas of improvements, and changes they would make if they were to complete the assignment again.

**Assessment of learning**

- Students will be evaluated on their art critiques and presentation of their work based on techniques and artistic level.

**Appendix:****Part A: Art Critique Handout**

- Each student will get a copy of this handout.

**Part B: Persuasive Writing Handout**

- Each student will get a copy of this handout.

**Part C: References**

*Artventure Online*. McMichael Canadian Art Collection. (2021, February 10). Retrieved November 11, 2022, from <https://mcmichael.com/artventure-online/#galleryexplorers>

*Assignments*. The Art Assignment. (2020). Retrieved November 11, 2022, from <http://www.theartassignment.com/assignments-landing>

*Becoming art critics*. welcome to art class. (2014). Retrieved November 11, 2022, from <http://welcome2artclass.blogspot.com/2014/10/becoming-art-critics.html>

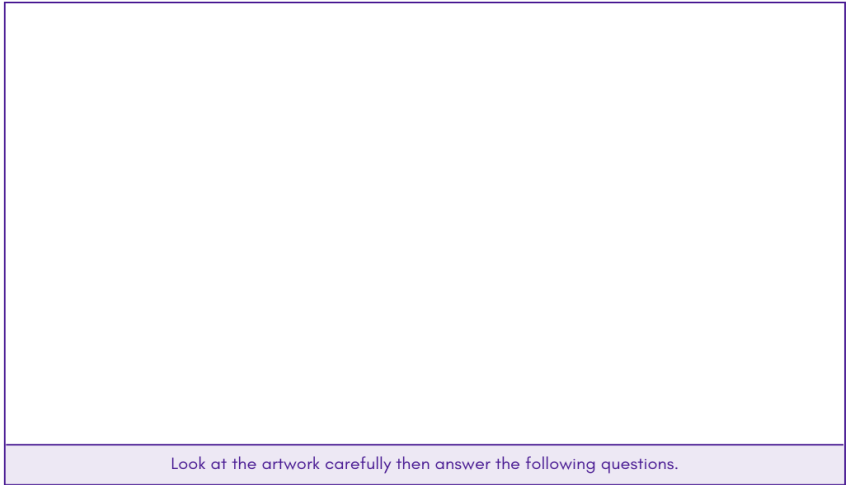
Ministry of Education. (2010). *The Ontario Curriculum, grades 11 and 12: The arts, 2010*. Retrieved November 11, 2022, from <https://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

YouTube. (2021, August 26). *How to critique art: Tips for students & teachers*. YouTube. Retrieved November 11, 2022, from <https://www.youtube.com/watch?v=aZJDdfJHKxM>

### Appendix A

Name:	Date:
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# ART CRITIQUE



What are the things you see in the artwork? What kinds of lines, shapes, or colors get your attention?

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What do you think the artwork is about?

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How does the artwork make you feel?

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If you could change the artwork's title, what would you pick? Why?

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**Appendix B**



# WHY WE SHOULD BUY YOUR ART WORK!



**INTRODUCTION** (WHAT IS YOUR ARTWORK ABOUT?)

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**ARGUMENT 1** (WHAT MAKES IT GREAT?)

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**ARGUMENT 2** (WHAT ELSE MAKES IT GREAT?)

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**ARGUMENT 3** (WHAT MAKES IT THE GREATEST?)

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**CONCLUSION** (REMIND US WHY WE SHOULD "BUY" IT!)

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