

Lesson Plan Name: Parker Browne Title: Sandwich Critique Length: Around 50 mins total

Enduring Understanding - Big Ideas

What are the big ideas you would like students to explore during this lesson? What are lasting values you would like students to learn beyond the classroom?

Students can give thoughtful compliments and constructive feedback on their classmate's work.

Students can assess feedback given to them and explain if/why they plan on making changes based on the critique process.

Art Concepts

Mediums, Forms, Art Genres/Styles/Movements/Disciplines, Techniques/Methods/Practices, Terms

Critique

Terms: Sandwich critique- A compliment followed by 1-2 constructive criticisms about the work, then sandwiched with another compliment

Art Education Approach(es):

e.g. Choice Based (TAB), Arts Integration/STEAM, Media/Skill Based, Studio Habits of Mind, Visual Culture, Environmentalism, Social Justice, Community Based, Contemporary Art Practice, Socially Engaged Art, Museum Education, Historical, Technology/Media Arts/Maker Space, Design, DBAE, Art History, Elements and Principles of Art, Social and Emotional Learning (SEL)

Studio Habits of Mind:

Observe- Students will observe the entire classes work in a gallery walk

Reflect- Students will critique one classmate's work. Students will look at their own work after critique and explain if and why they plan on making changes to their work based on the critique experience.

Understand the art world - Students will interact with each other in a critique. Critiques are very common in college-level classes and can be intimidating but introducing a simple critique at an AP high school level is great practice if they choose to continue with their art education/practices.

Objectives/Outcomes/Learning Targets: (TCQS 1a)

What do you hope the students will learn/What do you want the students to get out of this lesson?

(Use verbs from [Bloom's Taxonomy](#))

Students will examine all students' work during the gallery walk.
 Students will analyze one student's work by participating in the sandwich critique.
 Students will analyze their own work after receiving feedback in critique.
 Students will defend their decisions made about their piece after the critique process in writing.

Standards/Studio Habits of Mind

How do your objectives align with the [Colorado \(Visual Art\) Academic Standards](#) (use Grade Level Expectations) (TCQS 1a)

Which [Studio Habits of Mind](#) do your objectives connect with?

Objective	Standard	Studio Habits of Mind
Students will analyze one student's work by participating in the critique process.	Standard 2 Envision and critique to reflect- Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.	Reflect Understand the art world
Students will analyze their own work after receiving feedback in critique.	Standard 2 Envision and critique to reflect- Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.	Reflect
Students will defend their decisions made about their piece after the critique process in writing.	Standard 2 Envision and critique to reflect- Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived. Standard 2 Envision and critique to reflect- Articulate a personal philosophy of art, understanding various philosophies that have come before. Standard 4 Relate and Connect to Transfer- . Develop proficiency in visual communication skills that extends learning to new contexts and disciplines.	Reflect

Students will examine all students' work during the gallery walk.	Standard 2 Envision and critique to reflect- Use criteria and personal discernment to evaluate works of art and design, taking into consideration the variables that influence how the work is perceived.	Observe Understand the art world

Interdisciplinarity (Arts Integration)

Connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices. (TCQS 1b)

Literacies – Visual, Oral, Written

Please describe how students are being engaged in practices of literacy through art production, art criticism, visual culture, art history, visual culture.

Literacies-

Visual- Students will critique each other and their own work.

Oral- Students will participate in a sandwich critique and voice 2 compliments and 1-2 constructive criticisms about a classmate's work.

Written- Students will defend their choices on if and why they decide to change their piece based on the critique experience

What do my students already know/don't know?

Encourages and provides opportunities for students to make connections to prior learning (TCQS 1c)

Anticipates student misconceptions related to learning and addresses those misconceptions during instruction (TCQS 1c)

The critique process can be intimidating and confusing for many students. I want to explain exactly what I'm looking for in the sandwich critique, walk them through the whole process, and give them examples.

Some students might think of critiques as always very serious and formal but I want this to be an enjoyable process so I plan on telling them that.

Inquiry and Ideation (Connecting students to the big idea)

How will this lesson use questioning strategies to develop students' critical thinking skills and problem-solving skills (TCQS 3d)

Inquiry – What essential questions will you ask to facilitate student's critical thinking and problem solving about the Big Idea (be specific)?

Ideation – What strategies will you use to help students develop ideas for their work?

Inquiry- Is your feedback giving the artist valuable information to think about when reflecting on their piece? (avoid “It looks nice” o “It's not my style” Give detail “The use of cool colors gives the piece emotion” “I think the rough edges take away from the piece, maybe sanding would put the attention back on your main focus”

Ideation- I plan on giving students examples of what I am looking for in critique feedback and answers they should try and avoid in critique feedback.

Assessment (General)

Use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction. (TCQS 3b)

What strategies and methods will you use to determine what students have learned? How does your assessment connect to objectives and standards?

e.g.: pre/post assessment, rubrics, student reflections/journaling, documentation, quiz, portfolio review, art critique, etc.

I plan on having the students defend, in writing, if and why they decide to change their art pieces after the critique process as a formative assessment.

Student reflective/inquiry activity (This is a specific method of assessment that should generally be used)

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will participate in a gallery walk, a sandwich critique, and a self-reflection after the critique.

Student Abilities:

Engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting teaching for the benefit of all students. (TCQS 2c)

Explain specifically how you attend to the range of student abilities. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation:

(Multiple means for students to access content and multiple modes for students to express understanding.)

[Choose at least one strategy from Chapter 6 of Differentiated Instruction](#)

Process

Students can use some common critique words I will put on the board before we start if they are having trouble coming up with things to say in their sandwich critique

Product

A student's reflection can be only a few sentences. My main goal is to understand their thought process after experiencing critique, not grading their writing or grammar.

Extensions for depth and complexity:

Process

Product

	Students can give longer or more detailed compliments or criticisms.	Students have no word limit on their reflection; they can write as much as they want or even include sketches to further their reflection.
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Diversity, Equity & Inclusion:

How does the lesson exhibit an awareness of, a commitment to, and a respect for multiple aspects of diversity (TCQS 2b)

This is a great chance for students to voice their own opinions without there being a right or wrong answer. Every student gets their work evaluated and the chance to evaluate others.

Lesson Pragmatics/Logistics:

Resources (These are the resources used by the teacher to support/develop the lesson.)

Artists/Artworks (include images!), Designers/Creators, Books, Videos,

Google Slides presentation with information and examples.

Materials and Technologies

Integrates available technology to enhance creativity, use of information, and collaboration (TCQS 3c)

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Students work
Tables
Paper
Writing utensils

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Checklist/To Do list

Teacher Example

Create Google slides with explanations, objectives, and examples.

Safety: (TCQS 2a)

Be specific about the safety procedures that need to be addressed with students. **List all safety issues in a bulleted format.**

Remind students not to touch any of the student work unless stated it is meant to be handled by the observers.

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesizing possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
Day 2	<p>5 mins I will introduce the plans for the critique 5 mins Wait for students to set up their pieces 2 mins Walk around with bag of names</p> <p>12 mins- Gallery Walk where students take notes on the piece they will critique if they want 15- 20 mins Start sandwich critique process (the artist speaks second)</p> <p>5- 10 mins Students write their reflection</p>	<p>Students listen to introduction and take notes/ pictures if they'd like Students set up their pieces for critique Students pick the name of the person they will critique at random(Pick another if they pick their own name Students participate in gallery walk and take notes if they want</p> <p>Students participate in sandwich critique one at a time and the artist talks about their piece after the critique</p> <p>Students write and turn in their reflection</p>	

Day 3			
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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.