

## Time Frame

5, 50 minute class periods.

## Instructional Materials

- Computer
- LCD Projector
- Student Computer Access
- Writing Materials
- The Visual Experience (book, multiple pages.)
- Presentation worksheet
- Critique worksheet
- Rubrics
- Lesson Test
- Various works of Roy Lichtenstein
- Various works of Andy Warhol
- Various works of James Rosenquist

## Description

During the 5th lesson, students are to present and analyze their own work and the work of others. There is also a test at the end of the lesson to solidify the knowledge they were taught. The lesson will go over the four stages of art criticism which are: description, analysis, interpretation, and evaluation. The teacher will make note of why its important to use a critique when talking about design.

## Focus Art



Andy Warhol, The Shot Marylins, 1964  
Silkscreen



Roy Lichtenstein, Drowning Girl, 1963  
Oil and synthetic polymer paint on canvas

## Student Learning Outcomes

*Students will be able to:*

- Critique artwork based on the Feldman method: description, analysis, interpretation, and evaluation.
- Describe and present their own artwork.
- Identify the characteristics of Pop Art.

## Anticipatory Set

- Briefly go over the self critiques that the students completed in the last lesson and ask if anyone wants to share what they wrote.
- Ask them if they learned anything from their experience of making posters or reflecting on their work.
- Ask them if they relate their artwork creating experience with Pop Artists.
- Ask the students if they believe that they created art with their movie posters. *Why or why not?*
- *Should we critique design work in the same manner we critique artwork?*

# What is Art?

**Lesson Five:** Artistic Analysis – Poster  
**Grades:** High School – Beginning

## Procedures

### Direct Instruction – Day 1

- The instructor goes over the Feldman’s Model for critique: description, analysis, interpretation, and evaluation.
- The teacher explains that they will be presenting and critiquing their movie posters. They will have to explain what is in their poster, why they chose those elements, and the process they used to create their posters.
- The students in the class will be critiquing each student’s artwork using the rubric provided.
- The teacher will be critiquing their presentations and analysis of their own artwork.
- At the end of the lesson there will be a test (25 questions) on the 4 previous lessons.
- The instructor passes out copies of *The Visual Experience*, Chapter 2.2, Chapter 6 pg. 135 (guide for evaluation), and Chapter 8.1 for the students to look over and read.
- For students that need a refresher, the slideshow “*What is Art?*” can also be past out in packet form, or downloaded to the student’s individual computers to look over.
- Break the students into groups of four and pass out artwork created by Andy Warhol, Roy Lichtenstein, and James Rosenquist.
- Ask the students to describe, analyze, interpret, and evaluate each artwork based on the criteria for the Feldman Model and Pop Art characteristics.

### Guided Practice – Day 1

- The students read with each other Chapter 2.2 then they describe, analyze, interpret, and evaluate each artwork based on the criteria for the Feldman Model and Pop Art characteristics.
- The instructor wanders around from group to group assisting and asking questions as needed. Ensuring the students understand what they need to do.

### Independent Practice – Day 1

- Students can finish their critiques for homework if they are incomplete.

### Direct Instruction – Day 2

- The teacher collects the critiques from the previous class.
- The instructor explains that they will be evaluating each other’s movie posters based on the Feldman’s model for critique.
- Today they will be fleshing out their presentations.
- The teacher goes back to the collages and the questionnaire given to them to help them with their presentations.
- The teacher passes out to each student a presentation document, and a critique document.
- The presentations are to be 2 - 4 minutes long and include information that is present on the worksheet.

# What is Art?

**Lesson Five:** Artistic Analysis – Poster  
**Grades:** High School – Beginning

## Guided Practice – Day 2

- Students are encouraged to work with each other on their presentations using the critique document as a guideline for what to expect when presenting their movie posters.
- The instructor wanders around from group to group assisting and asking questions as needed. Ensuring the the students understand what they need to do.

## Independent Practice – Day 2

- Students can finish their presentations for homework if they are incomplete.
- They are encouraged to practice their presentations in front of a mirror at home.

## Guided Practice – Day 3 & 4

- Students present their posters to the class.
- Other students score each poster using the critique worksheet.

## Closure – Day 5

- Instructor and students talk about the benefits of looking at art through critique.
- Turn in their student critiques.
- Instructor gives a test on what they have learned in the previous lesson to assess what information stuck.

## Accomodations & Modifications

**English Language Learner:** Will be placed with students that can help explain and read the text. If they still need assistance, find documents in their native language that support what is being taught.

**Students with Anxiety:** Can present to the teacher alone or to a smaller group. If the student has test anxiety, the teacher can work with the student to figure out other ways of proving retention of knowledge gained.

## Multiple Intelligences

**Interpersonal:** addressed through the group work of critiques.

**Intrapersonal:** addressed through the reflection of the artwork.

**Verbal/Linguistic:** addressed through presentation.

## Vocabulary

- **Principles of Design** - used to organize composition to communicate effectively. Unity, variety, emphasis, rhythm/movement, balance, pattern, proportion.
- **Feldman's Model** - a four step method used for critiquing art: describe, analyze, interpret, evaluate.
- **Art Criticism** - a discussion of the effectiveness and meaning of artwork.

## Assessments

### Criteria for Assessment

*Were Students:*

- Able to critique the artwork during the group exercise?
- Able to analyze artwork to determine its meaning and success?
- Able to give an oral presentation of their artwork?
- Able to analyze student artwork using the rubric provided?

### Methods for Assessment

- Instructor checks for understanding and asks questions during the instruction.
- Instructor checks for understanding during the group exercise to ensure that students are picking up the materials given to them.
- All worksheets will be evaluated based on completion.
- Test will check for understanding of all material covered in the first four lessons.

### California Visual Arts Standards

*Aesthetic Valuing*

- *4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.*
- *4.5 Employ the conventions of art criticism in writing and speaking about works of art.*

## Rubric–Critique

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	4/4 Feldman Method: description, analysis, interpretation, and evaluation.	3/4 Feldman Method: description, analysis, interpretation, and evaluation.	2/4 Feldman Method: description, analysis, interpretation, and evaluation.	1/4 Feldman Method: description, analysis, interpretation, and evaluation.
<b>Presentation</b>	Excellent: Student was well prepared and rehearsed their presentation.	Good: Student Prepared and rehearsed for their presentation but made a few minor mistakes.	Fair: Student prepared but did not rehearse for their presentation.	Poor: Student did not prepare or rehearse their presentation.
<b>Timing</b>	2–4 minute time limit hit.	1+/- minutes than the 2–4 minute time limit.	2+/- minutes than the 2–4 minute time limit.	3+/- minutes than 2–4 minute time limit.