

CLARIFYING THE CRITIQUING PROCESS

FIRST IMPRESSION

This activity is based on the Principle Approach for critiquing. Students start by observing the work of art and writing down their idea. They look for clues to help them figure out the “who, what, where, when, and why’s” of the piece. This is a great way to get students involved in decoding an image.

AGE:

Grades 6 -12

TIME:

5 - 25 minutes

DIRECTIONS:

- ◆ Show students a masterwork.
- ◆ Pass out individual copies of the image so students can glue them into their sketchbook.
- ◆ Pass out multi colored markers or pens.
- ◆ Have students write down their first impressions and any questions they have about the masterwork.
- ◆ Ask questions to help guide their responses:
 - Where do you think the artist was from?
 - How does that influence the work?
 - What time period is the artwork from?
 - What story does it tell?
 - Why did the artist portray the subject in this style?
 - What symbolism do you see?
- ◆ Use the student’s responses to guide a discussion about the work.
- ◆ Have the student’s take notes.

MODIFICATIONS:

Have students create a quick sketch of the work of art presented instead of handing out copies.

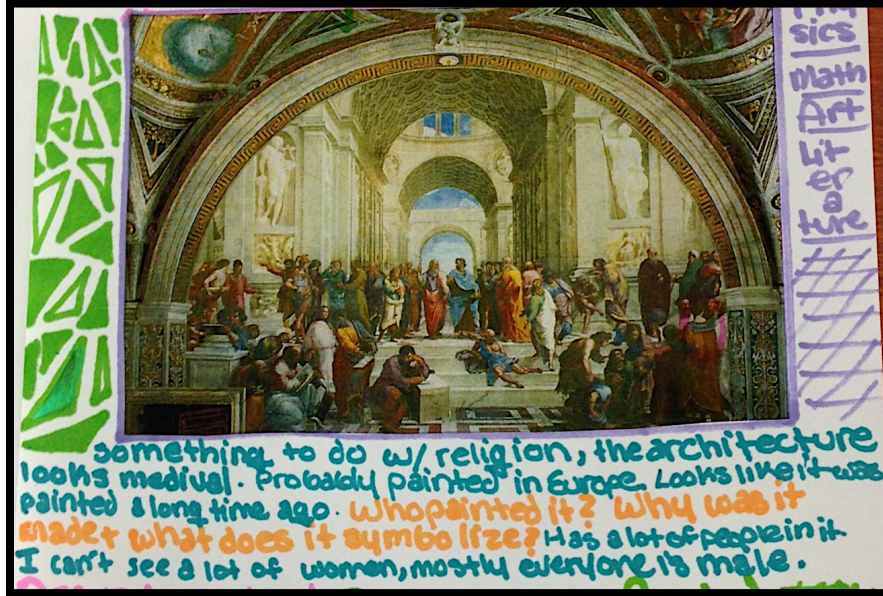
Give the students a reading or facts about the masterwork after they complete their first impression. Have them compare their ideas with those in the reading.



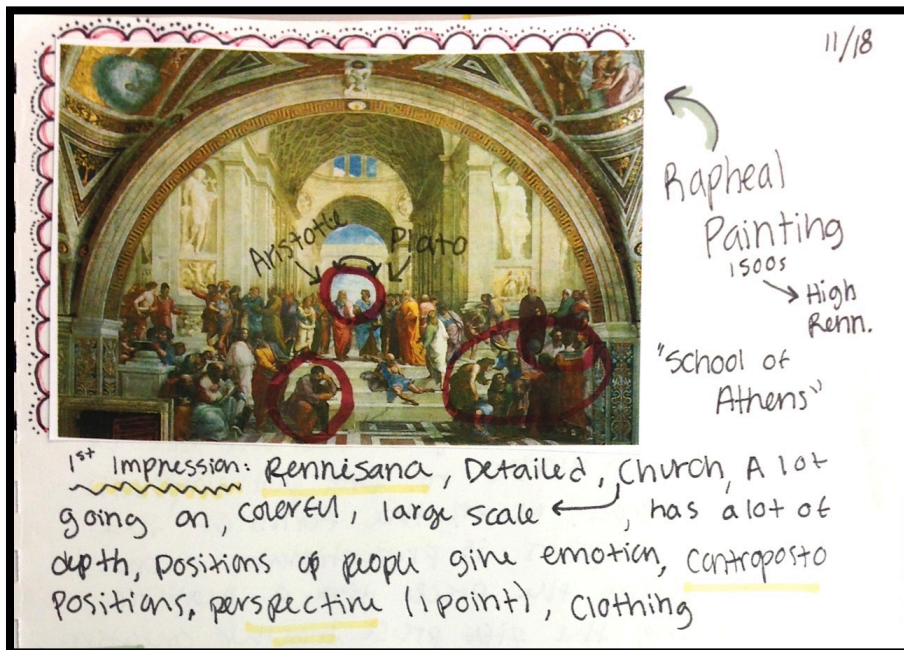
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FIRST IMPRESSION EXAMPLE

Students will be more inspired to write if they can play with color and various mediums. Encourage them to “doodle” their ideas and notes.



Student wrote, “I can’t see a lot of women, mostly everyone is male.” This is a great topic to discuss.



This student listed their observations and added notes to the side. Having the image in their sketchbook enabled them to write directly on the picture.