MUNDANE PHOTO - CRITIQUE - LESSON PLAN - DIGITAL ARTS 1

RATIONALE

- Critique is an important part of the creative process, and doing this activity primes students mentally, emotionally, and creatively, to create better work moving forward. This activity will encourage students to improve their skills in photography, and give them much needed creative feedback that will allow them to evolve as art makers for the rest of the duration of the class. It is important to the art making process that students are familiar with the process of giving and receiving constructive feedback.

OBJECTIVES

- Students will participate in a class wide critique of their sets of photography.
- Students will learn to both defend their creative decisions, and accept constructive criticism of their work.
- Students will become familiar with the process of giving and receiving feedback during the critique process.
- Students will relate each of their classmates' work to the 6 compositional techniques that we learned in class.
- Students will give a short introduction to their collection of work before receiving feedback from the class.

EQ

- How does composition affect the look and feel of a photograph?
- How can you give and receive constructive feedback from your peers?
- Why is the activity of critique important to the creative process?

STANDARDS

- **Standard - 9.2.12.F**
    - Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- **Standard - 9.3.12.A**

- Explain and apply the critical examination processes of works in the arts and humanities.
- **Standard - 9.2.12.L**
    - Identify, explain and analyze common themes, forms and techniques from works in the arts

TOOLS/RESOURCES/ARTISTS

- Martin Parr
- Man Ray
- Jeff Koons
- Compositional Technique Review
- Google Classroom/Slideshow program

VOCABULARY

- Rule of Thirds
- Balance
- Symmetry/Pattern
- Cropping
- Point of View
- Experimentation
- Exposure
- Noise
- Adjustment Layer
- Retouching

INSTRUCTIONAL PROCEDURES

- **Day 1**
    - Introduction
        - We will start the critique with a dual activity. Students that have not turned their sets of photos in will be given a few minutes to turn them in. At the same time we, as a class, will review the 6 compositional

techniques we concentrated on during the production of the photos. We will apply these techniques to a few sample photos (from years past) and move forward once all students have turned their photos in.

- Instruction
    - After the review, we will begin the critique process. Each student will show their work to the class, and will give a short summary of their creative process of the set of photos. This will include any thoughts they had while doing retouching, and how they intended to keep their set cohesive while still exercising a healthy amount of creativity. They will mention why they chose to order the photos in the way that they did, and what effect that might have on us as viewers. After this, the class will collectively decide which photo is the most successful of the set, and the least successful of the set. We will discuss the formal qualities of both of these photos, and what compositional techniques are being utilized to create the photo. We will also discuss any technical improvements that can be made, and how the camera's exposure settings may have come into play with each of the photos. Looking at the least successful, we will touch on both strengths and weaknesses of the piece, and discuss how we, as creatives, would have approached the same subject matter.
- Closure
    - Towards the end of the first day, we will close the critique and allow the students that have gone to talk about what improvements they might want to make on their project after receiving the feedback from the class. They will be reminded that they can resubmit any assignment for a higher grade whenever they please.
- **Day 2**
    - Introduction

- We will start this day in a very similar fashion to the previous, quickly reviewing the compositional techniques, but this time using photos that we looked at the day before as our example. This should not take more than a few minutes, as we will need most of the class to finish the critique.
  - Instruction
    - After the short review, we will continue the critique activity from the day before. This day of critique will largely follow the previous day's format.
  - Closure
    - At the end of the critique, we will, as a group, discuss the things we have gathered from the critique of each other's work, and how that might inform the creative process moving forward. Before moving on to the next day, we will have a discussion about what direction we would like to take the next project. The options will be to continue with photography into the next project (portraiture or landscape, or a mix. Undecided), or to put photography on hold in lieu of Graphic Design. This decision will be left up to the class, allowing them to choose the direction that they would like the class to follow.

ADJUSTMENT/MODIFICATIONS

- For smaller classes, we will be able to discuss each student's work in greater detail, allowing us to critique the work as a set. This might also shorten the critique length to a single day, in which case, the final day's closure will be used instead of the first. Students with communication issues, will be allowed to provide whatever feedback they feel appropriate in whatever form they choose to be effective. This will be handled on a case by case basis. Students that are very high performing may be able to have their work critiqued as a collection rather than as a most/least successful format that will be the standard for everyone else. Students with visual impairments will be allowed to view their peers' work on their own computers via peardeck.

ASSESSMENT

- Students will be assessed on the following criteria:
    - Participation in Critique Activity (10pt)
        - Each student will be expected to provide feedback on all of their peers' work. Students will be made aware of this criteria before the critique begins.
    - Quality of feedback (10pt)
        - Students will be assessed on the quality of the feedback they give to their peers. Feedback such as "its good" or "its bad" will be followed up with questions. If no further explanation is given, students will lose points (see adjustments/modifications for special cases of Communication issues).
    - Artistic Presentation/Introduction (10pt)
        - Students will be assessed on their introduction to their collection. Students will be made aware of the expectation to provide more than a simple "I don't know" while introducing their photos.

REFLECTION/CHANGES

- This critique has proved to work well in the past, but this was before the hybrid online learning. It will be difficult to adapt to classes, and keep pace when some classes are as small as 3, and some are as large as 12. There will have to be a system in place to allow online students to provide feedback to their peers. Possibly an Omni Microphone using PTT, and the soundbar projecting voices. A second monitor on the side counter might also help with bringing personality to those students, as some kids feel disconnected from their online counterparts.
- *place reflection from 2020-2021 DSA1 classes here.*
- Reflections
    - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*

- As a class, this is the first true critique we've had, so students were apprehensive at first about giving constructive feedback. After some discussion, students became more comfortable, and were able to both give and receive feedback in a mature manner.
- *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
    - Students that were online are proving to be a struggle. Having to switch to a "call on people" method of critique is not my favorite thing in the world, but it has produced more structure, and allows me to individually prompt online students to give feedback. I still have to figure out how to get students online to be able to hear students in person. I think that'll be my most difficult challenge.
- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
    - I think the "talk a bit about your process" prompt was a good change, and I think I'll put something in this lesson for next time that develops that a little more. Maybe we'll do some writing, and discuss artist's statements.