

# Choosing Words With Weight

A workshop on mastering constructive feedback and leading students through meaningful critiques

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Relevant to Elementary, Middle School, and High School art teachers

In this workshop, we will discuss how to make the transition to giving constructive encouragement rather than empty praise. We will also share strategies to lead students through meaningful critiques to help enrich their vocabularies, practice presenting their opinions, and learn to give well-delivered feedback.

Art Content Standards:

Focus is on standards area of Aesthetic Valuing at all grade levels

Grade 3

4.2 Identify successful and less successful compositional and expressive qualities of their own works of art and describe what might be done to improve them.

Grade 4

4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.

Grade 5

1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment.

4.1 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art.

4.3 Develop and use specific criteria as individuals and in groups to assess works of art.

4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement.

Grade 6

4.1 Construct and describe plausible interpretations of what they perceive in works of art.

4.2 Identify and describe ways in which their culture is being reflected in current works of art.

4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.

4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.

5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.

Workshop Content Outline:

- I. The Do's and Don't to giving feedback to students about their artwork
- II. The art room is the perfect place for students to enrich their vocabulary
  - a. 100 different ways to say "GREAT"

- III. Allowing students to share their opinion about their own artwork rather than immediately offering yours
- IV. Practice scenarios: role play responding to frequent student behaviors
- V. Group discussion: practice giving feedback to example pieces of artwork
- VI. Leading students through successful art critiques
  - a. Look
  - b. Think
  - c. Apply
  - d. Engage
  - e. Reflect
  - f. Evaluate
- VII. Critique Strategies
  - a. Art Critique Cards
  - b. Critique Sandwich
- VIII. Closure – Q & A, reflection, setting goals to implement strategies in class