

Fine Arts Performance Task ~ Secondary Visual Art

(Critique of famous artists' or student work)

Content Area:	Secondary Visual Arts
Group Members:	Dama Schneider, Jenn Meade, Laura Chatterson, Angela Gleeson
Developed for Grade:	6-12
Time Frame:	20-30 minutes
Enduring Understanding:	Learners understand and critique in artistic terms throughout the arts.
Essential Standard:	<ul style="list-style-type: none"> • Grades 6-8: Students know and apply the elements of art and principles of design and communicate using them. • Grades 9-12: Students use the language of art to critique and discuss works of art.
Task:	<p>After completing an art project, or using a famous work of art, students will write a critique of that work.</p> <p>Give the rubric (below) to students. Students will use the form found on page 2 for the format of their critique.</p>

Critique Rubric –WORKING DRAFT

	High	Medium	Low				
Art Vocabulary and Craftsmanship	<p>Describe the technique displayed, using correct vocabulary, by including the following</p> <ul style="list-style-type: none"> • Medium – how is this piece made? • Composition – how the piece is organized? • Subject matter - what are you looking at? 	Describes the technique using some vocabulary	Unclear description				
Elements and Principles	<p>Analyze and specifically comment on at least 3 elements and 3 principles:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Elements</th> <th style="text-align: left; padding: 2px;">Principles</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"> <ul style="list-style-type: none"> • Color • Line • Shape • Texture • Form • Value • Space </td> <td style="padding: 2px;"> <ul style="list-style-type: none"> • Proportion • Variety • Balance • Contrast • Pattern/Repetition • Rhythm/Movement • Unity/Harmony • Emphasis </td> </tr> </tbody> </table>	Elements	Principles	<ul style="list-style-type: none"> • Color • Line • Shape • Texture • Form • Value • Space 	<ul style="list-style-type: none"> • Proportion • Variety • Balance • Contrast • Pattern/Repetition • Rhythm/Movement • Unity/Harmony • Emphasis 	Comments on at least 2 elements and 2 principles	Comments on at least 1 element and 1 principle
Elements	Principles						
<ul style="list-style-type: none"> • Color • Line • Shape • Texture • Form • Value • Space 	<ul style="list-style-type: none"> • Proportion • Variety • Balance • Contrast • Pattern/Repetition • Rhythm/Movement • Unity/Harmony • Emphasis 						
Conceptual Skill	<p>Interpret the artist's intent, and justify your thoughts specifically referencing the work</p> <ul style="list-style-type: none"> • Is the work functional or non-functional? Explain. • Does it communicate an idea or message? Is the message clear? Explain. • Is there a mood? What is it? Explain. 	Interprets the artist's intent with limited justification	No justification for artist's intent				
Critique	<p>Judge: Based on your previous observations, evaluate the artist's success in this piece.</p> <p>Clearly communicate a thoughtful and reasoned response to the work as a whole, accurately discerning between positive and negative aspects.</p> <ul style="list-style-type: none"> • How do the description, analysis, and interpretation work together? • Would you buy it? How would you use it? • Does something need to change? If so, what would make it better? 	Communicates a response to the work.	Unclear response				

Name: _____ Class: _____ Grade: _____ Date: _____

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Critique of _____
[the blank above will be filled in by the teacher or student]

Use this organizer to take notes

Art Vocabulary and Craftsmanship	Describe:
Elements <ul style="list-style-type: none">• Color• Line• Shape• Texture• Form• Value• Space	Analyze:
Principles <ul style="list-style-type: none">• Proportion• Variety• Balance• Contrast• Pattern/Repetition• Rhythm/Movement• Unity/Harmony• Emphasis	
Conceptual Skill	Interpret:
Critique	Judge:
Other (Specify) <ul style="list-style-type: none">• ?	

Name: _____ Class: _____ Grade: _____ Date: _____

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Don't forget to describe, analyze, interpret, and judge