

Teacher: Michael Seagraves	
Class: Art 1	Grade Level: 9 th -12 th Length of Time of Class: 90 minutes
Module: Communication	
Lesson Title: Revision Critique	
ESSENTIAL QUESTION(S)	
How do artists grow and become accomplished in art forms? Why is the process of revision crucial to success in art and other disciplines? How can the feedback of others be used to carry out the process of revision?	
ENDURING UNDERSTANDING(S)	
<ul style="list-style-type: none"> • Artists, designers, and professionals across disciplines develop excellence through practice and constructive critique by reflecting on, revising, and refining work over time • Revision is a fluid process that is always taking place in creative practices • The purpose of feedback is to spur revision in the pursuit of excellence 	
LESSON OVERVIEW/ RATIONALE	
<p>Overview:</p> <p>In this lesson, students will review the importance of revision in the art-making process and practice its implementation. Students will work in groups of two and evaluate each other's artwork to provide feedback and suggestions to help their partner in the revision of their artwork. Students will evaluate their partner's artwork based on the following criteria: communication of ideas, use of materials, and use of visual art techniques such as value, contrast, and texture. Students will then use this feedback to revise their in-progress artworks. The lesson will conclude with a reflection where students will describe how they revised their artwork based in the feedback they have received.</p> <p>Rationale:</p> <p>The ability to persist through long-term problem solving by moving through the stages of evaluation and revision is a vital skill not only for long-term development and success in the arts, but for personal and professional success across a variety of situations.</p>	
STANDARD(S)	
HS1.VA.Cr3.A Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in-progress.	
OBJECTIVE(S)	
Students will revise in-progress artworks based on peer feedback from a partner evaluation.	
STUDENT NEEDS & PLANNING FOR DIVERSE LEARNERS	
Student group is a normal distribution of 9 th -12 th graders ranging from emerging to advanced ability levels. To accommodate the variety of ability levels and interests present in the distribution the lesson allows students to continue working with their personally chosen and personally relevant artwork ideas. Additionally, collaborative nature of learning tasks in lesson will allow students to rely on each other as supports in the completion of leaning tasks.	
ASSESSMENT/EVALUATION	
<p>In Progress Artworks: Instructor will monitor and evaluate student work during independent studio time to evaluate student application of new learning as well as to observe if and how students are engaged in the process of revision.</p> <p>Peer Evaluation Form: Students will evaluate in-progress peer artworks by completing a peer evaluation form that tasks student with describing the what the idea behind their peer's artwork, how the materials are being using effectively and how material use may be improved, how visual art techniques such as value, contrast, and texture are being used, and what suggestions they have to improve the success of the artwork in question.</p> <p>Reflection: At the close of the lesson students will reflect on their learning over the course of the class by writing a reflection that describes how they revised their artwork based on the feedback they have received.</p>	

MATERIALS		
<ul style="list-style-type: none"> • Projector • Computer • Pencils and Erasers • Peer Evaluation Forms • Tempera Paint • Brushes • Palettes • Water Cups 		
ACTIVATING STRATEGY		
Lesson will be introduced by presenting students with the following EQ: “why is the process of revision crucial to success in art and other disciplines?” and receiving initial student responses.		
ACADEMIC LANGUAGE		
<p>Revision- a modification or change made to something already in existence Instructor will ask for student volunteers to respond to EQ. Instructor will then define the term and discuss the significance of the terms practice to the field of art. Student understanding of the term will be demonstrated an assessed through both performative practice of term in formative artworks as well as exit tickets.</p> <p>Reflection- think deeply and carefully about During introduction, instructor will ask for a student volunteer to raise their hands and describe what reflection is and how it might be conducted in the practice of art. Instructor will then define the term and discuss the significance of the terms practice to the field of art. Student understanding of the term will be demonstrated and assessed through the completion of exit ticket reflections.</p>		
INSTRUCTION: EXPLICIT INSTRUCTION, GUIDED, & INDEPENDENT PRACTICE		
Time Allotted	What will instructor say and do	What students will say and do
5 min	Instructor will introduce lesson and ask for student volunteers to respond to EQ. The instructor will then discuss the importance of revision in art and any creative process.	Students will listen and respond to instructor questioning and peer responses.
10 min	Instructor will then briefly model the peer evaluation form using an example in-progress artwork and describe how the information derived from the form can be used to generate revisions for the artwork.	Students will observe instructor modeling and respond with comprehension questions as needed.
20 min	Instructor will then prompt students to get into partner groups determined by the instructor and trade artworks and begin completing the peer evaluation form. Instructor will circulate the room providing assistance as well as reinforcement and feedback regarding revisions peer evaluation forms.	Students will complete peer evaluation forms with their partners by providing specific feedback regarding their peer’s in-progress artworks.

40 min	Instructor will then prompt students to give their partner the completed peer evaluation form and use the feedback they have received to revise their in-progress artworks. Instructor will circulate the room and provide individual feedback and monitor student revision of their paintings.	Students will use the feedback they have received from their peer and to revise and develop their artwork in-progress.
5 min	Instructor will then task students with completing a written reflection on a separate piece of notebook paper where students will describe how they have revised their artworks based on the peer feedback they have received.	Students will write short reflections that describe how they have revised their artworks based on the feedback they have received from peers.
10 min	Instructor will prompt students to submit reflections and clean up by returning all supplies and materials to their proper locations.	Students will submit reflections and clean up by returning all supplies to their proper locations.

DIFFERENTIATION	
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ELL

ELL students will be given preferential seating closer to the instructor and projector screen as well as when possible be seated nearer to other ELL students to encourage peer to peer collaboration and assistance. During written reflection instructor will provide a modified reflection question that will ask the student to “Tell me how their art has changed over the course of the class period.” Question may also be scaffolded or simplified based on individual student abilities.

IEP-

Instructor will fully support all students receiving special education services by administering all accommodations or modifications outlined in each individual student’s IEP.

Emerging-

Emerging students will be provided individual scaffolded instruction in the form of instructor created sketches that illustrate how a student could implement revisions suggested on the peer feedback form. Emerging students will also be given additional time to complete learning tasks.

Advanced –

Advanced students, in addition to peer feedback, will also be given specific instructor feedback as well that they must consider when implementing revisions in their artworks.

CONTINGENCY PLANNING / ACTIVITY ADJUSTMENTS/ RE-TEACHING	
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Some students tend to feel personally attacked when receiving criticisms or suggestions. To limit this possibility, I will remind students that criticisms and suggestions are meant to help and that they retain the choice of the overall direction of their artworks and do not have to implement each revisions suggested.

Some students may also struggle to implement revisions based on the feedback they received. If this occurs, instructor will remind students that at the close of the lesson they will write a reflection based on the revisions made to their artwork. In addition, students will be tasked with creating three small sketches that illustrates three possible revisions and then selecting one to implement in their artworks.

LESSON CLOSURE	
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Reflections will serve as closure by tasking students with reiterating learning achieved during the lesson by stating how they have implemented the process of revision.	
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