

### Spring Round Reflection 1

During my round, students were in the midst of working on their shoe design project. This project focused on integrating what students learned in the fall semester (such as line, value, color, pattern, and contrast) into a shoe design for a partner. As the objective of third quarter is for students to create works of art that exemplify 2D design, this shoe design project was a means for students to be engaged with an assignment that is relevant to their everyday lives as well as apply the various elements and principles of design that they have been introduced to.

The first part of class was a time for students to participate in a mid-project critique. I planned the critique to mimic a gallery walk and had the students leave anonymous comments on their peers' works using post it notes. The goal was for students to think more critically about their peers' works in terms of providing comments that offer constructive feedback or suggestions for improvement, and not just write comments that state their opinion (i.e., "very nice" or "so beautiful"). The result was that most students continued to write compliments for their peers and not necessarily critical or constructive comments. I did notice that a few of them wrote comments such as "good balance" and "good use of repetition," showing that students are taking the first step in critiquing which is to verbalize what they see or recognize. There was one student who wrote "I want to see more different colors" that was more of the kind of critical feedback I was hoping for.

Although this round was not during a full class (many students were missing due to a 10<sup>th</sup> grade-wide meeting in the cafeteria), all the students who were present were engaged in the critique. They all walked around the room to look at everyone else's work; they provided feedback on everyone's progress no matter what stage the work was at (students even tried to comment on one piece that had

not started drawing anything); and several students asked for more post it notes than the two I had provided and expected them to use. I noticed that students were actively discussing pieces with each other, although they did not write down their conversation points on the post it notes. I wish that I had been able to hear more of those conversations in order to get a sense of what the students' thought processes during this critique were. I feel as though if I had been able to be a part of more of those conversations, I might have been able to better guide them in the critique process in terms of providing more critical and constructive comments.

One major feedback that I received about this critiquing process was that I could have modeled the "I do, we do, you do" method in order to better prepare the students for providing constructive comments. I did provide students with a set of questions to guide their thinking during this process (i.e., what patterns or repetition do you see, can you identify any objects, etc.) and spoke briefly about the kinds of answers to those questions I was looking for. I noticed that that helped many of the students begin to focus on specific aspects of their peers' works as they participated in the gallery walk. I agree that if I had held up an example work in progress and modeled the commenting step for the students prior to asking them to do it themselves, it would have allowed them to practice critiquing in a more low-stakes way. That may have resulted in more of the constructive comments I was hoping for.

The class that was a part of my round was the first class I had participate in the gallery walk critique. In the subsequent classes, I did model the critiquing process a bit more with a couple example works. I used the "I do, we do, you do" strategy and found that a few more students were able to understand the constructive criticism process a bit more. I am still working to push my students to think even more critically about their own and their peers' works, but I do see improvement in their thought processes.