

Round Sheet (2/5/16)

Background:

As third quarter began, my students transitioned from using paint to learn about different color schemes to creating original works with a strong focus on 2D design. They learned about different elements and principles of design during the first semester (such as line, value, color, pattern, and contrast). They will now apply that knowledge to create original works of art that incorporate various elements and principles of designs. For the current project, I have assigned students to work in pairs to design a shoe for their partner. The first day of the project involved the students engaging in an interview with their partner to learn about their partner's likes and interests. Students were charged with selecting at least three pieces of information they learned from that interview and combining them into a design that could be applied to the surface of a shoe.

Focus:

Today's round will involve the students participating in a quick critique at the beginning of class. I have modeled the critique after a gallery walk. Students will lay their works in progress out on the table and spend a few minutes walking around the room looking at their peers' works. They will each have a couple post-it notes to leave comments on any two works of art of their choosing. I will ask a few students to share their critiques with the class. Then students will return to their seats and continue working on their projects.

Inquiry:

Are students thinking critically about their peers' progress? In other words, do you see them writing constructive comments on their peers' works (as opposed to "this is nice" or "I like this")?

Do you see all students participating in the gallery walk? (i.e., walking around to look at peers' works, writing comments, etc.)

What examples of student struggles are present, if there are any?

Looking at student work, do you have any suggestions for me to provide better feedback for my students?