

## Lesson Sample: Grade 8, Respond Domain

Lesson Title	Art Critique
Time Frame	One 40-minute class period
Domain	Respond
Standard	<b>8.VA.R3.A:</b> Construct a persuasive and logical argument to support an evaluation of art.
Essential Questions	How do art critics support their evaluations of artwork?
Objectives	Students will evaluate an artwork in one paragraph using evidence to support their argument.
Procedures	<ul style="list-style-type: none"> <li>• Class discussion: Introduce the TIDE format for organizing a paragraph (<b>T</b>opic sentence, <b>I</b>mportant textual evidence, <b>D</b>etailed examination, <b>E</b>nding).</li> <li>• Give small groups of 3-4 students a poster of a well-known artwork (each group receives a different work). Each group should spend five minutes to determine two significant facts about the artwork (e.g., the background is dark blue, a child is wearing a white dress, etc.). They may write facts on sticky notes/scratch paper.</li> <li>• When time is up, ask each group to share one of their facts with the class and have volunteers suggest interpretations of each fact (e.g., the dark blue background suggests a sad mood, the white dress may symbolize the child's innocence, etc.).</li> <li>• Teacher will demonstrate using these facts and interpretations as <b>I</b> and <b>D</b> sentences in a paragraph following the TIDE format, and writing <b>T</b> and <b>E</b> sentences indicating an overall evaluation of the work.</li> <li>• Students will choose any of the artwork posters used by the class to complete a paragraph on their own following <b>TIDIDE</b> format (including two facts to support their evaluations).</li> <li>• After turning in their work, students can congregate by the poster they chose and compare</li> </ul>

	interpretations/evaluations with others who wrote about the same poster.
Thinking, Problem Solving, and Studio Habits	<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>• Analytical</li> <li>• Practical</li> <li>• Research-based</li> </ul> <p><b>Problem Solving</b></p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> </ul> <p><b>Studio Habits</b></p> <ul style="list-style-type: none"> <li>• Observe</li> <li>• Reflect</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Posters of well-known artworks</li> <li>• Sticky notes/scratch paper</li> <li>• Notebook paper</li> <li>• Pencils</li> </ul>
References	
Mindset and Pedagogy Reflection	<p><b>Presenting Instructional Content</b></p> <ul style="list-style-type: none"> <li>• This lesson supports ongoing conceptual development and requires students to do the work of evaluating a work of art.</li> </ul> <p><b>Activities, Space, and Materials</b></p> <ul style="list-style-type: none"> <li>• Students may choose the artwork they evaluate and work in groups to begin developing their ideas.</li> </ul> <p><b>Academic Feedback</b></p> <ul style="list-style-type: none"> <li>• Students have the opportunity to discuss interpretations about the artwork they chose at the end of class.</li> </ul>

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