

Color!

Art 113 - Instructor Ann Morton

Critique Methodology

Overview

During the course of teaching last semester, I used a variety of critique techniques to encourage more quality participation by all the students in my class. Below is a list of some of the alternative methods I tried. (Alternative meaning - other methods besides pinning up and going one by one across the wall to discuss - we did that too.)

Generally, in whatever critique we did, I ask students to tell what they see, what does the piece evoke for them - not so much about whether they "like" it or not. For the maker, I feel it is valuable to hear what others "see" in their work - a check to see if what they intended is coming across - or if maybe their work evokes more or other responses that are surprising or validating. The work that is ill-conceived or poorly crafted is evident and I take notice and offer comments regarding these issues in writing on their grade sheet.

Also, I encouraged students to present their work to its best advantage - using the walls, window light, corners, ceiling, floor and tables - whatever way their work would be best shown.

Table Group Crit

There are naturally 4 groups that form by table in the class. My class came in the first day and never switched seats again! Funny how that happens. So for one crit, I had the tables hang their work up in groups by table. Then I had one table critique another table's work. They had to compile comments, choose a spokesman for the group and go through each piece. Once they had made their assessment, the rest of the class could make comments as well.

Albers Crit

This crit was specifically centered on the Josef Albers assignments, but could be adapted. In this assignment, there were five different color exercises required. The class pinned up their work, and then were asked to take 15-20 minutes to review all the work and pick what work best demonstrated each of the 5 exercises assigned. Then each person had to tell the class their choices.

Student Tag

I started off the crit by calling one student's name. This student had to choose a piece to critique. Once their crit was done, then the maker could respond, make comment - followed by the rest of the class comments. Then this maker chose the next piece they wanted to critique - and so on.

Teacher Tag

In this crit, I controlled the choices. I called someone's name and gave them another student's work to critique. Once their critique was complete, the maker could talk about their work, and then other class members could make comment. Then that maker was given another classmate's work to critique - and so on. The last maker critiqued the first student called on to crit.

This is a start - I want to mix it up more next semester and I'll report back.