

## **Zentangle In Progress Critique - 7th**

11/2/18

Start: 11:00-11:20

**LT: "I can discuss artwork using art vocabulary terms and how the work makes me feel."**

**SC: "I can work with my group to write and discuss the artwork."**

### **Glows:**

- It was very quiet when students wrote down LT and SC
- Nice job showing your own artwork, kids love seeing this! Don't be afraid to spend more time with this!
- I loved that you gave students a "vocab" list to use... it helps them elevate their feedback to each other rather than just saying "it's cool"
- Even though you were nervous you seemed very calm and collected, nice job!
- Raise your hand when you are done writing your LT and SC, nice way to slow down, and make sure that everybody is on the same page before moving on to the next step, maybe instead of raising their hand just have them put pencils down
- I like the dinosaur explanation!

### **Grows:**

- I think the lesson could have used a little more of a beginning, middle, end format... maybe something like this:
- Think of each lesson having a beginning, middle, and end...

### **Beginning could be something like:**

- write down LT and SC
- discuss what a critique is... have they ever done a critique? What does it mean to critique someone's artwork? What are some other words for critique?
- go through an example of how you expect students to use the vocab sheet and some phrases they could write down. How much do you want them to write down? One sentence per bubble or a few bullet points? Let them know how you will be assessing them on this.
- I would also go through the vocab list and briefly ask them what each word means... the elements and principles were new to them

### **Middle:**

- students critique each other's work

### **End:**

- regroup... maybe have each student share out ahead of time either a piece of feedback they gave or received? Let them know ahead of time so that they will be prepared to share out. This would work as a great formative assessment to make sure they learned something from the critique
- After they receive feedback and share with the class maybe have a few questions for them such as... maybe they could write these in their sketchbooks and could be their final check with you before you give them the OK to start working on their projects

1. How do you plan on implementing this feedback into your work?
2. What was the best feedback that you received about your work?

-After students passed out papers it got a little unclear what they were supposed to be doing... are they choosing groups? Directions seemed a little rushed

-How to include Sped Kids ?

-Some students were confused about what an "in progress critique" is... and kept saying "well I can't critique their work because all they have is a sketch"

-Your LT mentions discussing "how the work makes me feel" not sure if this was addressed

## **8th**

### **Glow:**

-You did a great job slowing down with this class and waiting until you have their attention before speaking

-Awesome job explaining the worksheet and vocab sheet, this was CRYSTAL Clear!

-This class is so tough, you did AMAZING!! Great work! You really captivated their attention when explaining the handouts

### **Grows:**

-Pass out papers before you explain so that they can follow along