

Responding: Developing Criteria

Anchor Standards

Visual Arts/**Responding**

#VA:Re9.1

Process Component: Analyze

Anchor Standard: Apply criteria to evaluate artistic work.

Procedure: Pre Visit Activities

Explain that you are going to visit (physically or virtually) an exhibit of works by Kentucky craftsmen. Ask students if they know how artists or artwork are selected for inclusion in an exhibit. Sometimes artists are invited to participate, and sometime they must submit work samples to be assessed in order to be accepted for the exhibit (juried). Either way, the artists and artwork must always meet certain *criteria*. The criteria vary for each event.

For the *Kentucky Craft Luminaries* exhibit, artists were invited to participate. The artists selected are considered master craftsmen. They are also artists who have been very active in the crafts community in Kentucky. They have helped to organize events and programs for craftspeople. Many of them have taught others their craft, either in workshops or as college professors.

But what makes a person a master craftsman? Have student brainstorm ideas. Use images from the Power Point *Artwork in Diverse Media* to guide them to see the difference between *criteria* and personal preference. Criteria have to do with qualities like skillful use of materials and tools, authenticity or originality of design, well planned composition, and attention to detail and finishing. In the case of functional items, the usefulness of the object is also a consideration. Help students develop a class list of criteria for assessing crafts.

It will help if you can show them an example of a poorly produced craft item. Be sure that the piece is one with obvious design or technical flaws so that students can clearly see the quality that makes it inferior.

The craftwork in the Power Point are organized loosely into groups (woodwork, instruments, baskets, fiber arts, ceramics and diverse media). Can students think of any criteria that might apply specifically to one group? If so, add those ideas to your list, noting which group they apply to. For example, in fiber arts, they might say that there are no loose threads.

Ask students why it is difficult to assess craftwork through photos. Ask them what they might want to look at more closely if they could see the object in real life.

NOTE: If you are working from the virtual exhibit and not a field trip experience, you will need to proceed working from the photos. Point out that often entries into exhibits or programs are assessed on the basis of photos alone. You could do a related activity on how to assess or how to take photos of artwork.

Procedure: On-Site Activity

Preparation: Divide students into teams and assign each team 3-4 objects to assess or allow them to select objects from the Power Point. Provide them with copies of the class-generated criteria. If possible, allow students to bring phones or other devices for picture taking.

Team Task:

1. Find your assigned artwork.
2. Using your class-generated criteria as a guide, discuss the artwork.
3. Assign a score for each criterion, with 1 being the lowest and 5 being the highest. If you do not agree on the rating, take an average.
4. On the form, make notes to indicate why you gave the score you did. If there was disagreement, include the different opinions.
5. If possible, take photos of the work as a whole or of details of the work to illustrate your notes. (If this is not possible, or you are working from the virtual gallery, you can download the photos, crop, and enlarge details).

Procedure: Post-Visit Activities

1. Ask each group to select one artwork that they assessed at the exhibit. Have them discuss the scores and the notes that they took and look at any photos that they have. Draft a group statement about the work including a comment about each criterion. Prepare a presentation for the class using the statement and supporting photos.

Before they begin work, lead them in creating criteria for the group presentation and a scoring rubric appropriate for your class.

Grade-Specific Performance Expectations

- **Grade 4**

VA:Re9.1.4

Apply one set of criteria to evaluate more than one work of art.

- **Grade 5**

VA:Re9.1.5

Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

- **Grade 6**

VA:Re9.1.6

Develop and apply relevant criteria to evaluate a work of art.

- **Grade 7**

VA:Re9.1.7

Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.

- **Grade 8**

VA:Re9.1.8

Create a convincing and logical argument to support an evaluation of art.

- **Grade Hs proficient**

VA:Re9.1.HSI

Establish relevant criteria in order to evaluate a work of art or collection of works.

- **Grade Hs accomplished**

VA:Re9.1.HSII

Determine the relevance of criteria used by others to evaluate a work of art or collection of works.

- **Grade Hs advanced**

VA:Re9.1.HSIII

Construct evaluations of a work of art or collection of works based on differing sets of criteria.