

Objective:	Students will learn and develop the skill of art critique/criticism. Students will be introduced to Haitian art and the effects of poverty on art.	
Grades/Content Area:	High School	Art, social studies
Time:	30-45 minutes	Lesson # HS-Art.1
Supplies:	One part dirt, one part shortening, half cup water (per 2 students) Mixing bowls, spoons Roll of plastic or large garbage bags cut open (for drying clay) Haitian or Caribbean music (background music)	
Introduction:	Play music. Tell students that they will be participating in a ceramics lesson. Inform them that there is a new recipe for clay that they will be creating themselves.	
Body:	<ol style="list-style-type: none"> 1. students mix clay recipe 2. form clay into large circles (the size of a salad bowl) using a spoon 3. form clay on plastic to dry (ideal to do activity outside but if not possible make the circles smaller and place in front of window and/or heater to dry) 4. when students are beginning to finish, play video: http://www.youtube.com/watch?v=zoJdiIqCbZo (5 minutes) <p>Ask each student to discover 2-3 artistic characteristics of these paintings to share with the class (use the attached critique form)</p> <ol style="list-style-type: none"> 5. List the student's characteristics (on board, paper, projector.) and explain that they have just defined Haitian painting. 6. Also inform them that they have just created a Haitian recipe for "clay" 7. Show video: http://www.youtube.com/watch?v=s3337cj4sJQ (mud cookies) 	
Wrap Up:	Journal: How can a people of such great poverty create such vibrant art? What place does art play in a people's everyday life? Particularly Haiti's?	
Assessment:	Use journal entry as assessment tool	
Other:	Vocabulary: Art Critique: A critique is an oral or written discussion strategy used to analyze, describe, and interpret works of art. Critiques help students hone their persuasive oral and writing, information-gathering, and justification skills.	

The Power of Education Foundation volunteers create lesson plans that fulfill your curriculum requirements while teaching your students about Haiti and other developing nations in meaningful ways:

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Please consider the ways you and your classroom can support literacy and school rebuilding initiatives in Haiti through our Foundation.

ART CRITIQUE QUESTIONS**Description**

- Describe the work without using value words such as "beautiful" or "ugly":
- What is the written description on the label or in the program about the work?
- What is the title and who is (are) the artist(s)?
- When and where was the work created?
- Describe the elements of the work (i.e., line movement, light, space).
- Describe the technical qualities of the work (i.e., tools, materials, instruments).
- Describe the subject matter. What is it all about? Are there recognizable images?

Analysis**Describe how the work is organized as a complete composition:**

- How is the work constructed or planned (i.e., acts, movements, lines)?
- Identify some of the similarities throughout the work (i.e., repetition of lines, two songs in each act).
- Identify some of the points of emphasis in the work (i.e., specific scene, figure, movement).
- If the work has subjects or characters, what are the relationships between or among them?

Interpretation

Describe how the work makes you think or feel:

- Describe the expressive qualities you find in the work. What expressive language would you use to describe the qualities (i.e., tragic, ugly, funny)?
- Does the work remind you of other things you have experienced (i.e., analogy or metaphor)?
- How does the work relate to other ideas or events in the world and/or in your other studies?

Judgment or Evaluation

Present your opinion of the work's success or failure:

- What qualities of the work make you feel it is a success or failure?
- Compare it with similar works that you think are good or bad.
- What criteria can you list to help others judge this work?
- How original is the work? Why do you feel this work is original or not original?