

## Critical Response

Essential Standard	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>CR.1: Use critical analysis to generate responses to a variety of prompts.</b>	<p>6.CR.1.1: Generate responses to art using personal preferences, prior knowledge, and relationship to self.</p> <p>6.CR.1.2: Use formative, self-evaluation strategies and results to improve the quality of art.</p>	<p>7.CR.1.1: Generate responses to art using both personal and formal criteria.</p> <p>7.CR.1.2: Implement formative and summative evaluations of personal art.</p>	<p>8.CR.1.1: Use convincing and logical arguments to respond to art.</p> <p>8.CR.1.2: Critique personal art based on identified criteria.</p>

**Note:** Clarifying objective numbers do not necessarily articulate across grade levels.

**6<sup>th</sup> – 8<sup>th</sup> Grade Unpacking Critical Response (What does this mean a child will know and be able to do?)****Critical Response Strand**

Critical Response refers to the use of critical analysis to react, either in writing, verbally, through art, or through other modalities or combinations of modalities to art. Critical response requires the use of skills such, as observing, describing, analyzing, interpreting, critiquing, judging, and evaluating personal art and the art of others. Students' responses may be personal and/or use an objective process.

As they discover the Elements of Art and Principles of Design, they understand how art can be aesthetically pleasing. Students use appropriate art terminology to describe their feelings about art, and they evaluate their own art in terms of its weaknesses and merits. They are critical of their work and of the media and processes they are using. Students use teacher-established criteria, or they develop criteria to judge specific works of art, whether it is their own art or art created by others. Students use self-critiquing to improve the quality of their art. Students make judgments about art and defend their judgments based on knowledge and reflective inquiry.

**Essential Standard**

There is one Essential Standard (CR.1) in the Critical Response Strand for Visual Arts:

- **CR.1:** This Essential Standard requires students in grades 6-8 to use various resources to evaluate works of art, including personal preferences and prior knowledge, incorporating personal and formal criteria. Students use formative assessment in their own art throughout the art making process to improve the quality of their work. For example, students may have ongoing discussions with the teacher to propose suggestions for implementing changes to improve their art; or students may select a piece of their art and write self-critiques. Students also use summative evaluations and critique their art based on identified criteria.