**Critical Thinking**

**Teacher:** Wendi Sparks

**Courses:**

**Drawing 1, 2 ,3** --- **Painting 1, 2, 3** --- **3-D 1, 2, 3** --- **Visual Communications 1, 2, 3**

**Length of Courses: Semester**

**Practice Critical Thinking:**

**The practice critical thinking exercise for these courses will be a formal analysis paper. In this writing, students must observe, describe and analyze according to the elements and principles of art, interpret, and judge a work of art. Included in this document is the formal analysis assignment as well as the rubric. (Artwork is rotated so that the paper is never on the same image as the year before.)**

**Final Critical Thinking (Disposition):**

**The final critical thinking writing is the last page of this document. This writing requires the student to study the diagram and relate it to experiences that occurred during the course. (Each time the student takes the course, they will experience different projects and challenges to relate to the diagram and provide different evidence and connections.)**

**FORMAL ANALYSIS**

**What is the Assignment?**

**Subject Matter Requirements**In this project, we will be analyzing a work of art and forming an interpretation and judgment of it by writing a “FORMAL ANALYSIS” which is a type of paper specific to art.

**Context**The course you are in right now pertains to a specific media (drawing, painting, 3-D, etc.)  You will be analyzing a work in this media.

**Organization/ Form**Here is the Basic Organization for a Formal Analysis:

* + 1. Introduction: the facts about the artwork and a basic description of what you see.
		2. Body: Detail description of what you see, relating it to the Elements and Principles of Art.  Will consist of 2-3 paragraphs.  You are like a tour guide.  Find a starting point to write about (perhaps the focal point) and then help the reader “travel” throughout the artwork as you vividly describe what you see point out how the artist used the elements and principles.
		3. Closing:
			1. Interpretation: Overall, what are some possibilities for what the piece means? (NOT your opinion… use visual clues to support theories)
			2. Judgment: What are the strengths and/ or weaknesses of the piece according to the elements and principles?  Make sure you have reasons behind your statements.

(No Specific Length for the Paper… think quality over quantity)

**Purpose or aim**
By learning to thoroughly evaluate the work of others you will:

* + 1. Have some understanding of the formal qualities of your own artwork (what makes your painting or drawing work?)
		2. Have some understanding of how viewers may interpret the message of works of art differently.
		3. Be able to form your own judgment of a work of art (AESTHETICS)

**Audience**You are writing a formal paper which should communicate to other artists and anyone else wishing to further understand a work of art (and has understanding of art vocabulary).

**Speaker’s role or point of view**
During the Introduction and Body, you will NOT use “I” – you are describing VISUAL details of the piece and relating them to the Elements and Principles of Art.

During the Judgment section of the writing, you may use “I” -- this is the only part where your opinion is shown

**Style/ Voice**This is the type of writing completed in college level art history courses.  This writing shows understanding of art vocabulary, use of elements and principles of art, and content of a work of art

**Formal Analysis Scoring Rubric**

*Artistic Knowledge*

 Does the writing demonstrate art knowledge?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| The piece contains correct artistic knowledge and uses the language of the discipline accurately. | The piece contains mostly correct artistic knowledge and uses the language of the discipline accurately. | The piece contains artistic knowledge with few errors and mostly uses the language of the discipline accurately. | The piece contains artistic knowledge with errors and does not use the language of the discipline accurately. | The piece contains many artistic knowledge errors and does not use the language of the discipline accurately. |

*Organization & Purpose*

Does the piece demonstrate a successful **Introduction** featuring the facts about the artwork and a basic description of what the writer sees?

Does the piece demonstrate a successful **Body** with a detailed description of what the writer sees, relating it to the Elements and Principles of Art? Does it demonstrate the ability to enter/present an idea, engage that idea, and then exit the idea, leaving the reader with a clear impression?

Does the piece demonstrate a **Closing Two Paragraphs** including:

Interpretation: Overall, what are some possibilities for what the piece means? (NOT the author’s opinion… uses visual clues to support theories)

Judgment: What are the strengths and/ or weaknesses of the piece according to the elements and principles? Make sure you have reasons behind your statements.

The overall writing should contain the following:

* Clear topic sentences
* Logical order
* Interesting words
* Varied and sophisticated sentence patterns
* VIVIDLY descriptive sentences or sentences with appropriate evidence

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| The piece exemplifies the required elements to enter, engage, and exit an idea, and it more than meets the purpose of the task. | The piece contains all required elements to enter, engage, and exit an idea, and it meets the purpose of the task. | The piece contains most of the required elements to enter, engage, and exit an idea, and it attempts the purpose of the task. | The piece contains few required elements to enter, engage, and exit an idea, and it approaches the purpose of the task. | The piece contains few required elements to enter, engage, and exit an idea, and it misses the purpose of the task. |

*Speaker & Audience*

 Does the writing demonstrate an author with authority in art by using tone and language appropriate for the understanding of fellow artists and art historians?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| The piece engages the potential readers, fellow artists and art historians, and exemplifies the authority of a writer in art. | The piece addresses the potential readers, fellow artists and art historians, and demonstrates the authority of a writer in art. | The piece attempts to address the potential readers, fellow artists and art historians, and approaches the authority of a writer in art. | The piece minimally addresses the potential readers, fellow artists and art historians, and hints at the authority of a writer in art. | The piece fails to addresses the potential readers, fellow artists and art historians, and lacks any authority of a writer in art. |

*Style & Form*

Does the writing meet the conventions for writing a formal analysis? Is it completed in the way one would expect that kind of writing to be done?

Does the writing demonstrate an attempt to write the way an expert does within that discipline or mode/genre of writing?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| The piece exemplifies the style and form of the task within this discipline; format is above average. | The piece demonstrates the style and form of the task within this discipline; proper format is evident. | The piece demonstrates the style and form of the task within this discipline; proper format is attempted. | The piece lacks the style and form of the task within this discipline; proper format is incorrect/missing. | The piece lacks the style and form of the task within this discipline; proper format is incorrect/missing. |

*Writing Process, Grammar & Mechanics*

 Does the writing demonstrate revision that avoids correction errors?

 Does the writing demonstrate the conventions of standard written English?

Does the writing avoid language errors that would interfere with the reader’s understanding?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| This piece is substantially revised from earlier drafts, is very readable, and is virtually free from errors. | This piece is revised from earlier drafts, is quite readable, and contains few errors. | This piece is minimally revised from earlier drafts, is readable, and contains errors. | This piece is not revised from earlier drafts, is readable, yet contains many errors. | This piece is not revised from earlier drafts, is filled with errors, and errors greatly affect readability. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DISPOSITION**

**Drawing 1, 2 ,3** --- **Painting 1, 2, 3** --- **3-D 1, 2, 3** --- **Visual Communications 1, 2, 3**



**Examples of your possible experiences during this Art course**

* learning new techniques, subject matter, or media
* Planning projects/ thumbnails
* Studying a style or piece(s) of art or a video that influences a project
* Conveying content or message through your artwork using technique, pose, media, etc.
* Making a mistake and fixing it/ making it work
* Doing something with your artwork you didn’t expect
* Participating in critiques and comparing your artwork to others
* Learning to analyze a work of art through writing a formal analysis paper
* Listening to a guest speaker, participating in a field trip or an Art Honor activity that influenced your work

The diagram above shows that art engages your whole brain. From the labels on the diagram, choose **3 WORDS** you can relate to specific experiences you have had this semester (EXAMPLES IN THE BOX ABOVE). State each of your 3 chosen words and cite specific examples of how your art experiences in this course support the idea of “art is a whole-brainer”.