

Student Self-Critique Form

2nd Grade Student Self-Critique Form

NOTE: This device reflects the outcomes included in the following **brief description of a unit plan**.

Short description of unit:

Students collaboratively examine and respond to a diverse selection of self-portraits.

Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests.

Students present their art works and discuss why they are meaningful to them.

Students group the self-portraits based on identified similarities and share reasons for the groupings.

Possible instructional steps for unit:

Responding

1. Teacher provides a diverse selection of artworks that represents different times and places for student viewing and discusses subject matter with students.
2. Students identify portraits and/or self-portraits in the artworks.
3. Students examine and respond to examples of portraits and identify characteristics.
4. Students differentiate between portraits and self-portraits.
5. Students compare/contrast and discuss how art can reflect artists' personal experiences or interests.
(Students select from a variety of provided materials and tools to create a self-portrait that communicates personal interests.)

Creating

1. Students collaboratively brainstorm multiple approaches to creating a self-portrait.

Investigate/Plan/Make

2. Teacher provides a variety of materials with which students will create their own self portrait.
3. Students select from provided materials to create a self-portrait.

Reflect/Refine/Continue

4. Students create a self-portrait that visually communicates something about the student's personal experiences and/or interests.
(Students present their art works and discuss why they are meaningful to them.)

Presenting

1. Students examine the student created self-portraits, discuss the visual traits, and identify similarities that might result in groups.
2. Students group artwork according to these similarities and share their reasons for placing them in a particular group.
(Students group their self-portraits based on identified similarities and share reasons for the groupings.)

Connecting

1. Students present artwork and explain why it is meaningful to them.
2. Students provide and receive feedback about their artwork.

This scoring devise can be used by students to evaluate their performance in meeting the intended unit outcomes.

1. I can identify portraits and self-portraits among other artworks.

Yes	Sometimes	No	Comments

2. I can tell the difference between portraits and self-portraits when given the background information.

Yes	Sometimes	No	Comments

3. I understand (or can see?) that artists sometimes communicate something about themselves and/or their culture in their artwork.

Yes	Sometimes	No	Comments

4. I chose materials I thought would work best for my self-portrait.

Yes	Sometimes	No	Comments

5. I created a self-portrait that communicates something about me.

Yes	Sometimes	No	Comments

6. I presented my work to the class and received feedback.

Yes	Sometimes	No	Comments

7. I provided feedback for my peers about their work.

Yes	Sometimes	No	Comments

8. I examined the student created self-portraits with my peers and identified similarities.

Yes	Sometimes	No	Comments

9. I helped group the portraits based on similarities and explained reasons for our groupings

Yes	Sometimes	No	Comments

Overall, I feel like my self-portrait is successful because:

If I were to do this project again, I would do these things differently: