

the warhol: resources & lessons

Unit Lesson Plans / Critical Thinking / Critical Response / Lesson 5



Overview:

This lesson synthesizes skills learned in previous Critical Response lessons. Students review the writing they've completed for lessons two, three, and four and combine ideas in order to establish and articulate their own informed critical point of view in relation to a piece of art.

Grades: 6-12

Subjects: Critical Analysis, Point of View, Writing

Pennsylvania State Standards:

Arts and Humanities:

9.3.12 Critical Response

G. Analyze works in the arts by referencing the judgements advanced by arts critics as well as one's own analysis and critique.

Reading, Writing, Speaking, and Listening:

1.4.11.C Types of Writing: Write a persuasive piece

Cognitive Skills:

Synthesize and Apply:

Students will combine ideas and responses regarding works of art

Students will construct a personal point of view on a work of art

Evaluate:

Students will explain personal points of view through a written critique

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Liz, Woman on display

Writing a Criticism

Procedure:

1. Look at the paintings again and list adjectives that come to mind.
2. Review your Intuitive Response from Step 2. Combine the adjectives from both lists.
3. Students should combine ideas from their writing in Step 2 Intuitive Response, and Step 4 Research and Analysis, to write their own critique or “point of view” about the paintings, Warhol’s Liz and De Kooning’s Woman VI. Students should address the following:

What is your critical judgment (positive or negative) about the work? Support your judgment with informed reasoning.

How do you think each artist portrayed women?

How do the formal elements of each painting and the artist’s technique support the meaning or your understanding of the work?

In what ways did each artist reflect the values of his time?

In what ways are these paintings and the ideas they communicate relevant or irrelevant to viewers today?

4. Review the students’ writing samples in class and discuss the strengths and weakness of their arguments.