

Critique & Revision

Name: _____ **Date:** _____

LEARNING OBJECTIVE

The student will gather structured peer/family feedback on their in-progress capstone piece and make deliberate revisions.

MATERIALS NEEDED

- capstone piece in progress
- paper
- pencil
- chosen medium supplies for revisions

HANDS-ON ACTIVITY

1. Show your in-progress capstone piece to at least one family member or friend without explaining it first, and ask them what they notice.
2. Ask them 3 structured critique questions: What draws your eye first? What mood does this give you? Is anything confusing or unclear?
3. Record their answers in writing on your worksheet.
4. Compare their feedback to your original intended theme and mood board; identify one area where perception matched your intent and one where it didn't.
5. Make at least one deliberate revision to your piece based on the feedback (adjusting a color, adding a detail, clarifying the focal point).

QUESTIONS

1. **What did your critique partner say drew their eye first? Did this match your intended focal point?**

2. **What mood did your critique partner say the piece gave them, and how does that compare to your Week 2 mood board goal?**

3. **What revision did you make based on the feedback, and why?**

4. Why is outside feedback valuable even when it differs from what the artist intended?
