Resources in packet/pre-test
In order to critique any given artwork you need only remember the acronym “DAIJ.” It stands for “Description, Analysis, Interpretation, Judgment,” or “Dem Apples Is Juicy.”

**Description**

Just as it says, first you describe the facts, including the name of the work, artist, what was used to make it, etc. Next, what does the art look like, what is it made of, what objects do you see in it? What textures, shapes, or colors are there? Are the colors vivid and bright, or subdued? Remember, all of these are straight facts, with no opinions added yet. If you want to be really thorough, look for and describe each of the “elements” of art: line, shape, form, color, space, texture and value. Be very general at first, then get more specific later on.

The name of the work is Subway. The artist is Lily Furedy. Oil on canvas. The people going to work or coming from work. It is mostly

**Analysis**

Next, tell how all the answers from the description you just made are related to each other, i.e., how the above facts are organized, compliment one another, or create harmony or distress. This step can often be the most confusing, because it is very similar to the first and can easily overlap. A good suggestion is to think about some of the “principles” of art: movement (or rhythm), variety, proportion, emphasis, balance, contrast.

It looks like people are coming to or going from work. A woman doing her make-up. This artwork is asymmetrical because both sides are different but equal. There is radial balance because you can kind of see where the starting point is and see where everything comes out. I think this picture has proportion. The foreground is the two poles. The middle ground is the people. The background has the people and fans.

**Interpretation**

Basically, how does the painting make you feel? What does it make you think of? (Don’t say you think the artwork “sucks”... Not yet! That comes in the next step!) What do you think the artist is trying to communicate to you as a viewer? But just because this step is more open-ended than the previous two, and there aren’t really any “right or wrong” answers, in my opinion it’s the most important (and fun) step.

It makes me think of traveling, or moving. It makes me think of going somewhere. It makes me think of going somewhere or doing something because there are a train and there doing things.
In order to critique any given artwork you need only remember the acronym “DAIJ.” It stands for “Description, Analysis, Interpretation, Judgment,” or “Dem Apples Is Juicy.”

**Description**
Just as it says, first you describe the facts, including the name of the work, artist, what was used to make it, etc. Next, what does the art look like, what is it made of, what objects do you see in it? What textures, shapes, or colors are there? Are the colors vivid and bright, or subdued? Remember, all of these are straight facts, with no opinions added yet. If you want to be really thorough, look for and describe each of the “elements” of art: line, shape, form, color, space, texture and value. Be very general at first, then get more specific later on.

**Title:** Paper Workers  
**Artist:** Douglas Cracoum  
**Museum:** Smithsonian American Art Museum. The artwork has cylinders, blue, clay workers, and a factory. Most artist used oil canvases and this piece of work was to. It is made up of 3d shapes. We see cylinders, cones, cubes, and three people, and a non-geometric rectangle. The colors that are in the picture are blue, white, and brown. The texture is a little roughy because they are machines.

**Analysis**
Next, tell how all the answers from the description you just made are related to each other; ie, how the above facts are organized, compliment one another, or create harmony or distress. This step can often be the most confusing, because it is very similar to the first and can easily overlap. A good suggestion is to think about some of the “principles” of art: movement (or rhythm), variety, proportion, emphasis, balance, contrast.

The artist Douglas Cracoum is using repetition by repeating shapes and colors to create a visual image of the painting. The facts mentions a few facts about the artist and how it was made and where you can visit it. Alyssa: I like the artwork because the 3d shapes and the colors. Kayla: I like repeating shapes and colors.

**Interpretation**
Basically, how does the painting make you feel? What does it make you think of? (Don’t say you think the artwork “sucks”...Not yet! That comes in the next step!) What do you think the artist is trying to communicate to you as a viewer? But just because this step is more open-ended than the previous two, and there aren’t really any “right or wrong” answers, in my opinion it’s the most important (and fun) step.

Alyssa: Sad because when kids had to do labor and worked in factories. Kayla: Sad because they have to work in the blazing hot with no water. Alyssa: It makes think of cutting down trees and destryory animals. Kayla: Habitat of their homes.
5th grade WPA presentation

Evidence
- Small group presentation
- Reporting based on discussion
- Art on screen
- Secret Smithsonian envelope (Compare and Contrast)

*class discussion / *presentation
- good peer assistance / clear facts
- turn taking / honesty
- sharing and use / pride in work
- of materials
Entry 3
CLASSROOM LAYOUT FORM
(For Informational Purposes Only.)

Please make a sketch of the physical layout of the “classroom” (i.e., setting in which the instruction took place) as it appears in the video recording. This sketch will provide assessors with a context for the video since the camera cannot capture the whole instruction area at once.

It is helpful to assessors for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., “the girl in the green sweater”). The sketch will not be scored.