**BP Critique**

**Overview:**

This lesson began with the teacher activating students’ prior knowledge by asking them to recall key terms they had learned about government in Canada in order to create an anchor chart for the class. The students then created a picture with their bodies to depict a certain key term and then “focused” in on smaller portions of the still-picture to discuss how they demonstrated the different keywords about the government. The teacher then showed a video about strategies in drawing/painting a gesture. Students were then asked to create a piece artwork in a drawing/painting of their own. The students then discussed the positives of their peers’ artwork and any changes they might want to make to their own pieces.

**Link:**[https://www.teachingchannel.org/videos/teaching-democracy-through-art (Links to an external site.)](https://www.teachingchannel.org/videos/teaching-democracy-through-art)

**BP Examples:**

I really enjoyed watching this video and was able to identify several BP that I noticed throughout the entire lesson. The first would be the BP of making sure a lesson is reflective. The teacher made it a point to stop throughout the lesson in order to allow for student discussion/reflection. Students observed the still-life pictures of their classmates and then discussed how it represented the key term they were showing both as a whole and as individual parts. The second BP I noticed was that this lesson was very experiential. The students were given many hands-on experiences throughout this lesson as well as a differentiated experience. Students were able to get up and out of their seats in order to use their own bodies to interpret a key term about government. They were then able to use the idea of art to depict these interpretations in a different manner.

**Critique:**

I think this lesson was excellent, especially when it comes to meeting the criteria for the two BPs listed above. The students had many opportunities to reflect and discuss what they were seeing, experiencing, and learning throughout the lesson. I think it’s so important for students to have the chance to pause and talk about their learning not just at the end of a lesson but throughout as well, so that the teacher and the students can both track their understanding. The one piece of advice I would give for this lesson however was to discuss the social studies concepts a little more instead of a bigger emphasis on the artistic concepts. This may have happened and it just was not shown but I think more discussion around the key terms and the still-lifes and artworks related to those would have been nice to see. However, I did appreciate the fact that she took the time to allow the students to give their peers positive feedback on their artwork. I think that is an important reflective skill to have our students practice. I think the experiential BP was amazing in this video. The fact that the teacher was able to use both kinesthetic and visual techniques was great! I also liked how she was adamant about the artwork not being perfect. She allowed the students to use free-form and not worry about their mistakes, even though they weren’t allowed to trace. This allowed the students to focus more on the “big picture/idea” instead of the small details of the piece of art.