

## Critical Response Process in the Photo Room

### Pre-Critique - Expectations Chart

*\*Adapted from Working Assumption's WrkxFmly Curriculum*

A sense of safety and understanding is key to the success of any critique process, but especially Critical Response Protocol. It can be quick for adults to adapt to this process, but challenging for young people to. First take time to establish expectations. You can do a chart like the one below.

*Prompt: What do you need from each of these people to have a successful feedback session about your project or work?*

My Classmates	My Teacher	Myself
Ex. To be nice to me	Ex. To make sure I am heard	Ex. To be open to new ideas

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### During Critique - Critical Response Process (CRP) & Sentence Starters

*\*Adapted from Liz' Lerman's Critical Response Process & Ladder of Feedback*

Roles:

- Artist - Photographer who's work is being displayed
- Responder(s) - other students in the small group
- Facilitator - teacher or student leader

Key Tips:

- Emphasis on neutral questioning, consent, and permission in critique process
- Focus on understanding and being heard
- Safety and understanding of norms before entering the process
- Take it slow, a step at a time

<p><u>Statements of Meaning:</u> Responders state what was meaningful, evocative, interesting, exciting, striking in the work they have just witnessed.</p> <ul style="list-style-type: none"><li>● I noticed that...</li><li>● This caught my eye because...</li><li>● You had a great idea with...</li><li>● The part of the work that made me the most _____ was...</li></ul>	<p><u>Artist as Questioner:</u> The photographer asks questions about the work. After each question, the responders answer. Responders may express opinions if they are in direct response to the question asked and do not contain suggestions for changes.</p> <ul style="list-style-type: none"><li>● What if I...</li><li>● Your idea made me think about ...</li></ul>
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	<ul style="list-style-type: none"> <li>• What about...</li> <li>• What do you think of...</li> </ul>
<p><i><u>Neutral Questions:</u> Responders ask neutral questions about the work. The photographer responds. Questions are neutral when they do not have an opinion couched in them.</i></p> <ul style="list-style-type: none"> <li>• I'm wondering about...</li> <li>• Tell me more about...</li> <li>• What did you intend with...</li> <li>• What did you mean by...</li> </ul>	<p><i><u>Opinion Time:</u> Responders state opinions, subject to permission from the photographer. The usual form is "I have an opinion about _____, would you like to hear it?" The photographer has the option to say no.</i></p> <ul style="list-style-type: none"> <li>• I think that...</li> <li>• I am wondering if...</li> <li>• How might you...</li> <li>• This part is effective because...</li> <li>• Have you thought about...</li> </ul>

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### After Critique - Self Reflection & Planning

Have students reflect on their work, their process, and the work and feedback of their peers through a short self reflection following the critique.

- First I felt ..., now I feel...
- I noticed during the critique I...
- My peer's feedback was ...
- My peer's work was ...
- I thought about...
- I wonder if...
- Next time, I might ...
- For now I will...