

I request that all reviewers / critics (peers as well as guests) do the following:

[check all that you want from reviewers / critics]

In preparation (to be done separately as homework or together to start the critique):

- read a 1-5 page text that I have written about the work
- read a 1-5 page text by another person that provides context / vocabulary for the work
- watch the work in advance (a 5-15 minute video, website, or virtual space that can be shared digitally)
- watch a 5-15 minute video by another person that provides context / vocabulary for the work
- share source imagery / references images that shape the work
- require that reviewers go to a specific site / gallery / space in advance
- other:

Group Agreements

- Be on time!
- Be on topic / no anecdotes that are not helpful
- We will start with a short activity to become present together in the space.
- Everyone will learn and use gender pronouns to refer to people: she/her, they/them, he/him.
- No phones can be used (except for one timing device).
- Reviewers / artists will engage in active listening.
- If you are going to miss a class, there should be a collective solution about how to make up class.
- Reviewers ask themselves, "Why am I talking?" / "Why am I not talking?" (step up or step back).
- other:

Artist / Presenter Agreements

- I will set up for the critique. I will think about the hour my peers are spending with me.
- I will think about what I want to learn.
- I will share my goals / intent for the experience and provide context about what you are focusing on.
- I will tell you what I want feedback on / which work is relevant for the critique.
- I will learn about the guest critic in advance and present my work in relationship to their interests.

Looking at the work:

- take 5 minutes (or more) of collective silence to look at the work

- take 5 minutes (or more) to make drawings of the work, together
- take 5 minutes (or more) to write individually about the work
- take 5 minutes to touch / know the materials used in the work (materials displayed as well as work)
- other:

Describing the work:

- take 5 minutes (or more) to describe the materials, media, and techniques used
- take 5 minutes (or more) to describe the the formal qualities of the work (scale, axis, line, elements, palette, texture, etc.)
- take 5 minutes (or more) to describe the presentation / mode of display / installation of the work
- take 5 minutes (or more) to describe the audience / participant for this project?
- other:

Analyzing / Interpreting the work:

- What topics / issues / subject matter does the work aim to address?
- What kind of local or community-specific knowledges does the work assume?
- How do the materials / techniques connect to the topics / issues the work addresses?
- Articulate your worldview / framework for analysis as you speak (feminist, anti-capitalist, modernist...)
- other:

Facilitation

- I do not want to speak during the critique; I will take notes as I listen to what you see / say
- I want to designate a notetaker, to help me keep track of comments
- I want to designate a respondent, someone who will answer your questions for me
- I will bring in someone to interview me about the work for the critique, we will both answer questions
- I want all people to share their thoughts about the work (by speaking or writing)
- other:

Feedback

- I want reviewers to address:
 - my growth over time (over the semester or year)
 - more than one work
 - one work

- ___ other artists / research related to the work (I want this: written down OR spoken)
- ___ open calls / grants / residencies / people interested in this topic (written OR spoken)
- ___ other places where I could improve my technique (written OR spoken)
- ___ ways that they would remake the work
- ___ ways that they would make semi-related works
- ___ the presentation / installation of the work
- ___ other:

___ I am looking for feedback that is

- ___ as critical as possible of the work
- ___ kind, giving the work the benefit of the doubt
- ___ firing squad (see Judith Leemann's [article](#))
- ___ don't kill the baby (see Judith Leemann's [article](#))
- ___ creative response (see Judith Leemann's [article](#))
- ___ observe - describe - analyze (see Judith Leemann's [article](#))
- ___ other: