

5 Context, critique, and documentation – Part 2

Name: _____ Class: _____ Date: _____

Vocabulary

Write each word three times.

English	Write it 3 times (English)		
Context	_____	_____	_____
critique	_____	_____	_____
visual evidence	_____	_____	_____
Documentation	_____	_____	_____
process journal	_____	_____	_____

Recall

- You understand a joke better when you know the story behind it.
- You have given a friend feedback on their work.
- You have taken a photo to remember something.

New ideas

Read these first. Each idea has a short worked example. Then do the Practice below.

■ 1 Drawing in context

Context – when, where, and why a drawing was made – is a tool. Study a master drawing for its *reasons*, not just its look.

Worked example. Studying why Song-dynasty ink landscapes use empty space teaches you how empty space calms a picture.

■ 2 Critique

A **critique** steers your work in four steps: describe, analyse, interpret, judge. Always point to **visual evidence**.

Worked example. Instead of 'the portrait feels off', say: the left eye is higher (describe) → it breaks the eye-line (analyse) → lower it 3 mm (judge).

■ 3 Documentation

Documentation makes your thinking visible. Keep a dated **process journal** of tests, failures, and the reason for each choice.

Worked example. A dated spread: 'Tried ink on wet paper – bled too far. Cut the water by half – better.' plus two photos.

Watch out: Do not rebuild your process journal the week before submission – it always looks staged. Document in real time; the honest, dated mess is the credibility.

Practice

2.1 What does 'context' mean for a drawing? [2]

2.2 List the four steps of a critique in order. [2]

2.3 Why is 'I like it' not a useful critique? [2]

2.4 What should you record in a process journal besides the image? [2]

2.5 Why document in real time instead of at the end? [2]
