



Boundaries

To create a safe and supportive environment, consider developing a group manifesto that includes:

- Why we are here** - What are our goals as artists? To challenge yourself? To test new ideas?
- Our values** - What principles guide us? What do you care about?
- Our learning preferences** - How do we learn best? Do we learn visually, audibly or through writing? See page 4 (VARK) ←
- Our crit red flags** - What behaviours or feedback should be avoided? What language could be used to feel dismissive, harsh, or disrespectful?
- Our ground rules** - What are the key agreements that help us stay respectful and focused?
- Our group support system** - How can we offer ongoing support to one another? Will you have a mediator, opportunities to celebrate, snacks and feedback opportunities?

Prompts for compassionate feedback

It's important for the crits to be a space where people can learn but in a way that's respectful. Here are some prompts to encourage a supportive and compassionate environment.

- "The emotions I experience when looking at this artwork are..."
- "The artist's intention with this piece seems to be..."
- "I'm really responding positively to the artist's choice of..."
- "I really like the direction you've taken with... but you might want to think about..."
- "I see where you're coming from, but I feel that the piece might be more about..."
- "I think it might be interesting to experiment with..."
- "To strengthen the piece further, I wonder if..."

Reframe critiques as chances for growth and celebrate how far you've come. Accept feedback with an open mind, focusing on the constructive points to help improve your work, knowing it's all about progress, not personal judgment.

Today, I'm proud of...

I'll respond to this critique by...

We'll celebrate this critique by...

So what are some different Kinds of Crits?

- 1-2-1 Crits** - A quieter moment with one other person - a tutor, mentor or peer - especially helpful if you feel nervous in bigger groups.
- Silent Crits** - The presenter stays quiet while others discuss the work. Encourages listening and allows the work to speak for itself - like in a gallery or exhibition context.
- Circle Crits** - Everyone sits in a circle, which can help reduce hierarchy and make the space feel more equal and open.
- Anonymous Crits** - The work is discussed without revealing who made it - this can reduce bias and make feedback more honest, but needs to be handled carefully to stay respectful.
- Virtual Crits** - Online formats - written or verbal - that can be more accessible or flexible, especially for hybrid learning.
- Interim Crits** - These can happen during the development of a project, not at the end. This is useful for getting feedback you can act on while there's still time to revise.

Credit to:

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Calum Sherwood for the Crits & Inclusive Learning at UAL Report

(P.s. open the zine and make your own crit on the other side)

Crit Kit Zine

A Guide by Students for Students

This zine was made by art students, for art students. It's a pocket-sized guide to help you feel more confident, supported, and in control during crits. Take what's useful, skip what's not. This is your tool - use it however works best for you.

Welcome to the Crit Kit. Crits can be a powerful space for feedback, reflection, and shared learning - but they can also feel intimidating, especially when you're unsure how to navigate them.

CHOOSE YOUR CRIT STYLE
(Refer to page 2 - kinds of crits)

- ☐ 1-2-1 Crits
- ☐ Silent Crits
- ☐ Circle Crits
- ☐ Anonymous Crits
- ☐ Virtual Crits
- ☐ Interim Crits

COLOUR IN YOUR CHOICE OF LEARNING STYLE
(Refer to page 4 - VARK)

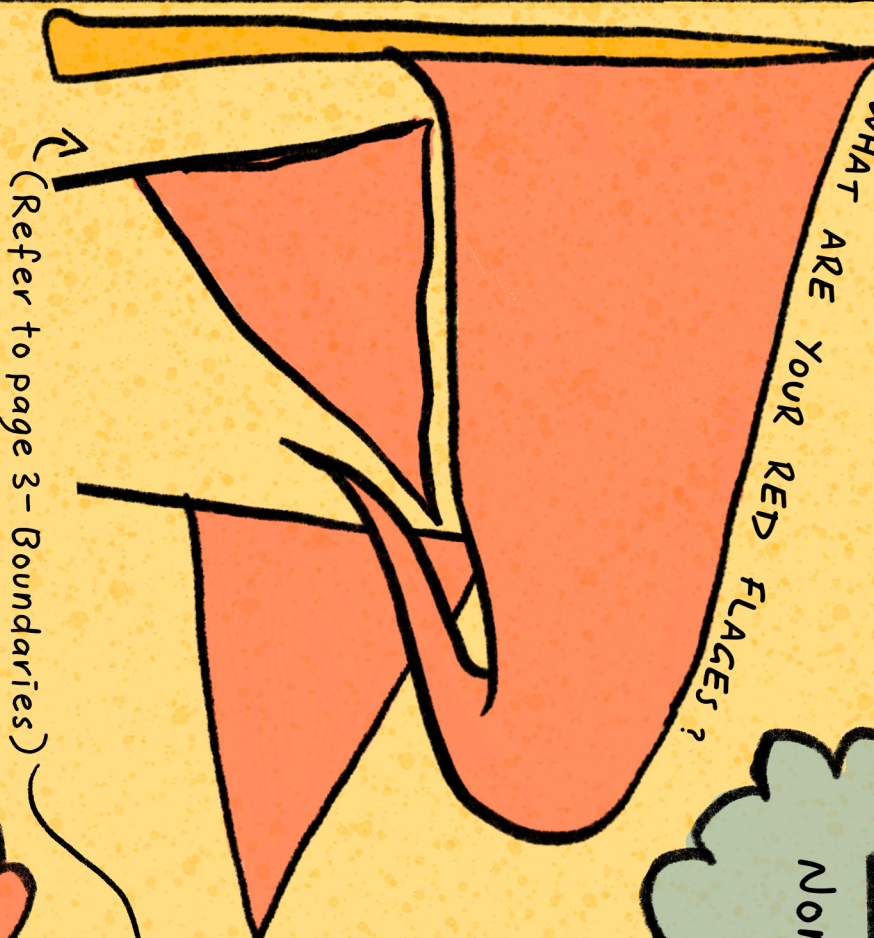
- visual
- READ/WRITE
- aural
- KINAESTHETIC

BOUNDARIES

VIBE CHECK - Nervousness scale:

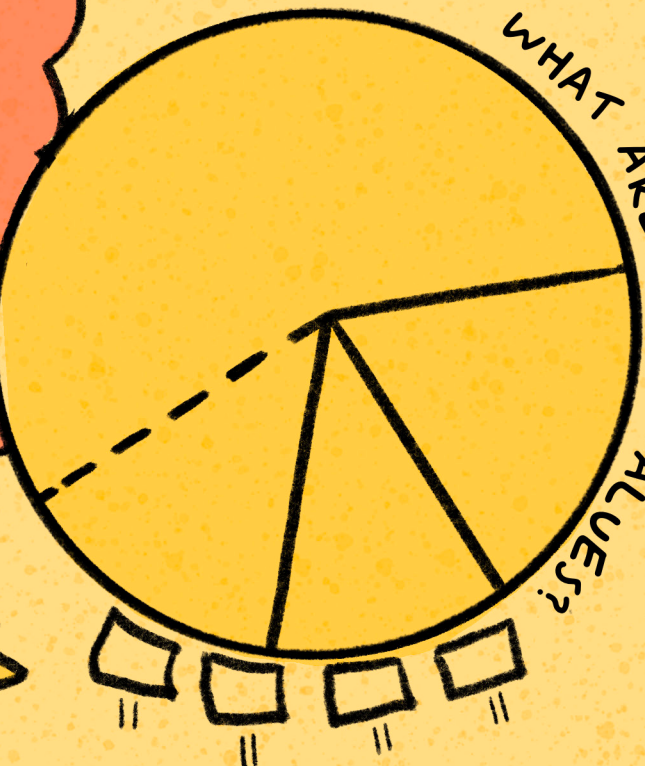
None A Little OH NO!

WHAT ARE YOUR RED FLAGS?



(Refer to page 3 - Boundaries)

WHAT ARE YOUR VALUES?



WHAT ARE YOUR FEEDBACK AFFIRMATIONS?

- 1
- 2
- 3
- 4
- 5
- 6

How would you CELEBRATE YOUR CRIT?

FILL YOUR KINDNESS TOOLKIT
(refer to page 5 - prompts for compassion)

