

Gallery Walk

Use this tool to help children contribute to and learn from the work of their peers.

Step 1

Gallery Walks display children's work for the consideration of others. Define your purpose for the walk. You can use gallery walks either to view work in progress or to view finished products from virtually any subject area. (See Tips and Variations)

Step 2

Decide whether you would like children to view the work individually or in pairs or small groups.

Step 3

Set up children's individual or group work around the classroom. Invite children to share their ideas for how best to display their work.

Step 4

Post chart paper or a poster board with prompts for feedback on a nearby wall or easel. (See Tips and Variations for sample prompts.) Provide post-its and pencils, pens, or markers. You can color-code the post-its or markers to represent different prompts. Specific prompts are typically more helpful than general ones.

Step 5

Introduce the Gallery Walk by sharing your purpose and suggesting and posting ground-rules for the walk (e.g., "consider the whole piece before giving feedback"; "leave your name on your note so the recipient can follow up with questions"; "no talking or talking in soft voices only"). Invite children to add other ground-rules. Ask children to walk around and view different pieces. After about 10 minutes, suggest that children choose two pieces on which to give feedback. Try to ensure that every child's work receives at least one set of comments.

Step 6

After the gallery walk, invite children to look over the feedback they received. Facilitate a whole- or small-group reflection. Questions might include:

- *What is one piece of feedback you found helpful?*
- *How were you inspired by someone else's work?*
- *Given the feedback you received, what is your next step?*
- *How did you feel when you were giving feedback?*
- *How did you feel when you were receiving feedback?*
- *What do you notice about the difference between your feelings of giving and getting feedback?*

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Children benefit from giving and receiving feedback.

Invention is a highly social and iterative experience. As inventors carry out their intentions, they need opportunities to share their ideas and hear others' perspectives on the efficacy and elegance of their creations. *Gallery Walks* allow children to see themselves and their peers as sources of knowledge who can guide and shape their own and their peers' learning. Giving and receiving feedback can elicit a range of emotions. *Gallery walks* give young people the opportunity to develop their abilities to offer, accept, and negotiate different points of view, and to become more comfortable with the sometimes-sensitive topic of assessment.



Suggested Time Frame

Approximately 30 minutes
(the time depends on the number
and complexity of the works being displayed)

When and How

Hold a *Gallery Walk* when you want children to be inspired by the range of responses their classmates are developing, or to look for patterns or common themes among responses.

Tips and Variations

There are two types of gallery walks: gallery walks to share works in progress and gallery walks to view finished work.

- *Gallery Walks* that share work in progress enable children to look at and learn from the work of their peers, and to offer feedback to each other on how to move forward. Such walks benefit both the creator of the work (who receives new ideas for next steps) and the viewer of the work (who develops new ideas through considering those of others). Make sure that you highlight both aspects when you introduce the gallery walk. You might pose prompts such as, "What is something specific you value about this work?" "What is one thing you would like to know more about?" "What is one suggestion for where the author (or artist, scientist, mathematician, etc.) should go next?" You can also use the [See-Think-Wonder](#) thinking routine.
- *Gallery Walks* to view finished work can be used to share children's work with a variety of audiences, from family members, to children from other classrooms, to school administrators, and more. Possible prompts include: "What do you appreciate?" "What connections can you make to your own experience?" "What questions does this raise for you?" "What surprises you about this work?" "What do you want to learn more about?" Try to avoid prompts that elicit judgments such as "This is good" or "I like it."
- In general, the more specific the feedback, the better. Before the gallery walk, ask children if they have particular questions about their creations for their peers' feedback. If so, pose these questions instead of, or in addition to, the more general questions. If relevant, ask children to build on prior comments.
- If children are not reading or writing yet, ask them to give feedback orally.
- Depending on the size of your class, you might want to split the class into two groups.

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