Lesson Guide

Lesson Examples	
Lesson Steps	1. Choose 2 songs that represent a major event in your life. 2. Choose two nouns (person, place, or thing) that could represent those songs. 3. Find a picture for each one of those nouns, save them, and then open them in photoshop. 4. Cut and paste your two nouns into a new document set at 8 in x 12 in 5. Change the mode of your new image to grayscale, then up the contrast until there is only black and white showing. 6. Search online to find the lyrics of the songs that you chose earlier and copy them into a word or google doc. 7. Paste your lyrics in text boxes overtop of your nouns, rasterize the text, then warp that text to fit inside of the black space. 8. Delete your layers that contain your nouns, save image as a jpg image and upload to schoology.
Lesson Targets	● Students can communicate personal voice by making creative and individual decisions in their artwork. ● Students can demonstrate persistence through problem-solving and response to mistakes in artwork.
What To Submit	1. **Save your final image as a .jpg and submit to schoology.** 2. **Fill out your reflection questions and finish your data notebook slides.**
Assessment	◆ **Developing Craft: Students can explore a variety of materials through the artmaking process.** ◆ **Productivity: Students can work in an engaged manner to complete artwork.** ◆ **Problem Solving: Students can demonstrate persistence through problem solving and response to mistakes in artwork.** ◆ **Reflecting: Students can reflect on their own work and the work of others.**

Criteria	4 Exemplary	3 Proficient	2 Developing	1 Struggling	0 Incomplete Evidence
Idea Generation Students can connect their artwork to a variety of inspirations.	Student independently or collaboratively generates their own ideas for artmaking using personal preferences or media sources.	When prompted by the teacher, student generates their own ideas for artmaking using personal preferences or media sources.	When the teacher provides specific examples, the student is able to generate their own ideas for artmaking.	When the teacher provides limited options, the student is able to generate ideas for artmaking.	Student is unable to generate their own ideas for artmaking, even with teacher guidance. They may copy others' work without making it their own.
Developing Craft **Students can explore a variety of materials through the artmaking process.**	Student was able to successfully work with high contrast imagery and text warping to create a recognizable image with great detail.	Student was able to work with high contrast imagery and text warping to create a recognizable image with a fair amount of detail.	Student was able to work with high contrast imagery and text warping to create a recognizable image.	Student was able to work with high contrast imagery and text warping to create an image.	Student was not able to successfully work with high contrast imagery and text warping to create a recognizable image.
Productivity Students can work in an engaged manner to complete artwork.	Student worked independently throughout classes with no reminders to stay on task. They took initiative to contribute to discussions.	Student worked independently throughout classes with a few reminders to stay on task. They took initiative to contribute to discussions.	Student worked independently most of the time with reminders to stay on task. They contributed to discussions when prompted by the teacher.	Student struggled to work independently, even with reminders to stay on task. They rarely contributed to discussion.	Student was off task most of the time and showed little progress in their work throughout classes. They refused to contribute to discussion or communicate with the teacher.

Problem-Solving Students can demonstrate persistence through problem-solving and response to mistakes in artwork.	Student experiments with a variety of options to develop artwork, and responds positively to mistakes. They use resources such as Chromebooks to seek answers to their own questions.	Student experiments with a variety of options to develop artwork and responds positively to mistakes. When prompted, they seek answers to their own questions.	When prompted, student experiments with a variety of options to develop artwork. With teacher guidance, they respond positively to mistakes.	Student struggled to explore a variety of options to develop artwork. They have difficulty recovering from mistakes.	Student refuses to experiment with multiple options to develop artwork. They work only with their first idea, and give up or start completely over instead of recovering from mistakes.
Reflecting Students can reflect on their own work and the work of others.	Student accepts and provides feedback in a constructive and positive manner. They evaluate artwork based on specific criteria, and provide detailed explanations to support their evaluation. They initiate reflective discussions with peers and teacher.	Student accepts and provides feedback in a constructive and positive manner. They evaluate artwork based on specific criteria. They participate in reflective discussions with peers and teacher.	Student accepts constructive feedback. They evaluate artwork but may overlook specific criteria or parts of written questions. When prompted, they participate in reflective discussions with peers and teacher.	Student does not implement constructive feedback. They evaluate artwork based on their opinion rather than specific criteria. They sometimes participate in reflective discussions with peers and teacher.	Student argues against constructive feedback. They do not thoughtfully evaluate artwork based on opinion or specific criteria. They rarely, if ever, participate in reflective discussions.
Total					