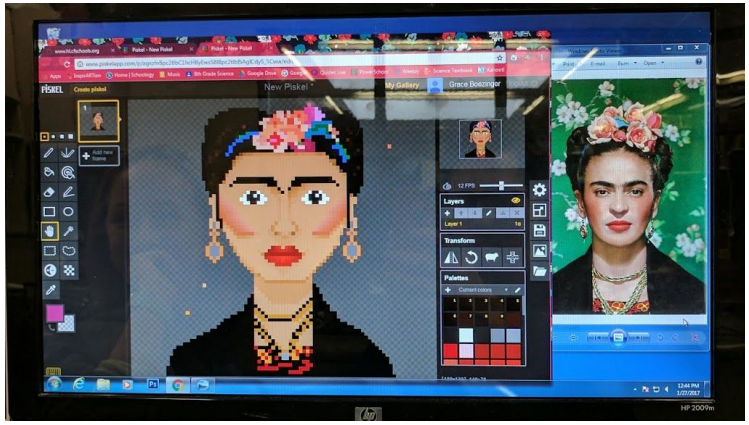
Role Model Sprite Lesson Guide

Lesson Examples	
Lesson Steps	**1. Fill out the Role Model Qualities form on schoology** **2. Create an account in Piskel using your school email address.** **3. Choose a role model, have approved by Mr. Robertson, then find a bust photo.** **4. Create your role model in piskel using the tools provided.** **5. Create at least 5 frames of movement for your sprite.** **6. Save your sprite as a .gif file and submit to schoology.**
Learning Targets	● I can apply contemporary and historical inspiration in my artwork. ● I can search for inspiration using technology. ● I can create art that shows care and attention to detail. ● I can complete artwork in a focused manner. ● I can evaluate my artwork and the work of others based on specific criteria. ● I can reflect on artwork through writing and discussion.
What To Submit	**1. Save your sprite as .gif file and submit to schoology.** **2. Be sure to fill out your reflection for this project.** **3. Be sure to finish your blog post about this project.**
Assessment	❖ **Idea Generation: Students can connect their artwork to a variety of inspirations.** ❖ **Developing Craft: Students can explore a variety of materials through the artmaking process.** ❖ **Productivity: Students can work in an engaged manner to complete 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 utilize the software to create both sprites and 5 frames using a variety of the various tools within Piskel.	Student was able to utilize the software to create both sprites and 5 frames using a couple of the various tools within Piskel.	Student was able to utilize the software to create both sprites and 5 frames using a variety of various tools within Piskel.	Student was able to utilize the software to create both sprites and 5 frames using a variety of various tools within Piskel.	Student was able to utilize the software to create both sprites and 5 frames using a variety of various tools within Piskel.
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.
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	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.

	discussions with peers and teacher.				
Total					