



## Obscure Sports Trophies Lesson Guide

Lesson Examples	 
Lesson Steps	<ol style="list-style-type: none"> <li>1. Choose a sport that is obscure and a pose for someone to do in that sport.</li> <li>2. Start creating a metal armature from wire. Use the stiff wire for the skeleton, and the flimsy wire for the muscles.</li> <li>3. Wrap your armature in masking tape to start to fill in the structure.</li> <li>4. Spray your armature in plastidip.</li> <li>5. Spray your armature with spray paint</li> <li>6. Decorate your base to your preference, and attach armature.</li> </ol>
Essential Learnings	<ul style="list-style-type: none"> <li>• Students can explore a variety of materials through the artmaking process.</li> <li>• Students can communicate personal voice by making creative and individual decisions in their artwork.</li> </ul>
What To Submit	<ol style="list-style-type: none"> <li>1. <b>Photograph your work on your chromebook and save it as a .jpg format.</b></li> <li>2. <b>Submit your photograph to schoology, and don't forget to fill out your reflection.</b></li> </ol>
Assessment	<ul style="list-style-type: none"> <li>◆ <b>Developing Craft:</b> Students can explore a variety of materials through the artmaking process.</li> <li>◆ <b>Productivity:</b> Students can work in an engaged manner to complete artwork.</li> <li>◆ <b>Problem Solving:</b> Students can demonstrate persistence through problem solving and response to mistakes in artwork.</li> <li>◆ <b>Reflecting:</b> Students can reflect on their own work and the work of others.</li> </ul>

Criteria	4 Exemplary	3 Proficient	2 Developing	1 Struggling	0 Incomplete Evidence
<b>Idea Generation</b> 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.
<b>Developing Craft</b> Students can explore a variety of materials through the artmaking process.	Student was able to go above and beyond in using their wire, tape, and paint in making their project.	Student was able to successfully use their wire, tape, and paint in making their project.	Student was able to properly use their wire, tape, and paint in making their project.	Student evidently struggled in using their wire, tape, and paint in making their project.	Student was not able to use their wire, tape, and paint in making their project.
<b>Productivity</b> 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.
<b>Problem-Solving</b> 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.
<b>Reflecting</b> Students can reflect on their own work and the work of others.	Student accepts and provides feedback in a	Student accepts and provides feedback in a	Student accepts constructive feedback. They	Student does not implement constructive	Student argues against constructive feedback. They do

	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.	constructive and positive manner. They evaluate artwork based on specific criteria. They participate in reflective discussions with peers and teacher.	evaluate artwork but may overlook specific criteria or parts of written questions. When prompted, they participate in reflective discussions with peers and teacher.	feedback. They evaluate artwork based on their opinion rather than specific criteria. They sometimes participate in reflective discussions with peers and teacher.	not thoughtfully evaluate artwork based on opinion or specific criteria. They rarely, if ever, participate in reflective discussions.
<b>Total</b>					