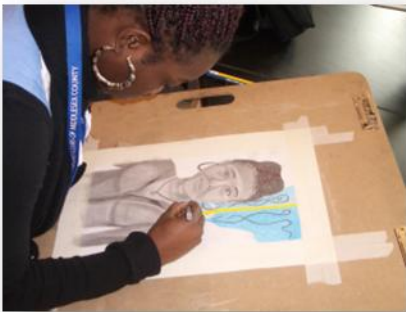


*Unit 3: How do I see my community?*

*Lesson One: The Continuous Line*



*Lesson Two: Role Model Artist Books*



*Lesson Three: Community Murals*



***Unit 3: How do I see my community?****Unit Overview*

This unit will prompt students to explore the features and figures that make their community unique. This unit is intended to build on the previous units both technically and conceptually. The projects it entails are more complex – they require more research, greater analysis of background information and the ability to convey a narrative symbolically. Students will work collaboratively in an effort to build community in the classroom. Students will also be exposed to new media such as bookbinding.

**Enduring Understandings**

- A community is not always defined as a physical location – sometimes it is created by a group of people with common interests, expectations, values, or beliefs.
- A community is strengthened by individuals who each contribute their unique ideas and skills.
- The classroom is a community where each student can share their ideas and creativity in a safe, stimulating environment.

**Essential Questions**

- What is a community?
- What does it mean to be part of a community?
- Why would artists choose to work collectively?

*"Fortunately art is a community effort - a small but select community living in a spiritualized world endeavoring to interpret the wars and the solitudes of the flesh."*

- Allen Ginsberg

*Unit 3: How do I see my community?***Lesson One: The Continuous Line**

5 class periods

*Lesson Overview*

This project engages introductory art students in a group project that promotes interaction and collaboration. The objective of this lesson plan is to create a piece of art collectively, emphasizing the importance of building a classroom community. Students will create implied line compositions inspired by adjectives chosen by their classmates. Students must communicate with one another so that when the works are placed in sequence, they create one continuous line. Through this project, students will explore the ways in which a concept can be expressed visually and discover the versatility of line. Through this unit, students will begin to recognize their class as a community and their peers as collaborators.

**Enduring Understandings**

- A community is strengthened by individuals who each contribute their unique ideas and skills.
- The classroom is a community where each student can share their ideas and creativity in a safe, stimulating environment.
- Line is a versatile and essential element of art making.

**Essential Questions**

- What does it mean to be part of a community?
- Why would artists choose to work collectively?
- How can I convey meaning through the use of line?



*Unit 3: How do I see my community?***Lesson One: The Continuous Line**

5 class periods

*Massachusetts Curriculum Frameworks for Visual Art 9-12***1. Methods, Materials and Techniques**

1.13 - Students will make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects

**2. Elements and Principles of Design**

2.13 - Students will use color, line, shape and form in 2d and 3d work and identify the use of these elements in the compositions of others

**7. Roles of Artists in Communities**

7.6 - Students will describe various roles that artists serve in communities

7.9 - Students will identify artists who have been involved in social and political movements

*Learning Objectives***Students will know:**

- Definitions of key terms;
- Techniques associated with drawing or painting;
- Historical context of collaborative art-making;

**Students will be able to:**

- Complete a sketch depicting a unique composition and demonstrate evidence of their design process
- Select and apply a medium that helps communicate the meaning of their adjective
- Create an original composition that communicates their interpretation of an adjective chosen at random through the element of line
- Collaborate with their peers to ensure that their compositions line up to create one continuous line
- Explain their compositions to the class and explain their artistic choices
- Actively participate in class discussions and a critique
- Reveal their understanding in a self-assessment of their work

*Unit 3: How do I see my community?***Lesson One: The Continuous Line**

5 class periods

*Benchmark Product*

A successful project is defined as a composition using a medium of the students' choice that visually communicates the meaning of the adjective they were assigned through the element of line. The piece will fit into a larger composition created by the class that forms one continuous line.

*Key Vocabulary*

- Implied line
- Community
- Art group
- Happening

*Resources*

John Cage, et al., *Theater Piece No. 1*, 1952  
 Allan Kaprow, *18 Happenings in 6 Parts*, 1959  
 Guerilla Girls, *The Advantages of Being a Woman Artist*, 1989  
 Paper Rad, *Mario Movie*, 2005  
 Bread and Puppet, *The Sourdough Philosophy Circus*, 2008

*Materials*

- Roll paper cut to size, approximately 12"x48" (could be cut to fit display cases within the school or a certain area of the classroom)
- Pencils
- Erasers
- Collage materials
- Glue
- Tempera paint
- Paint brushes
- Oil pastels
- Colored pencils

*Unit 3: How do I see my community?***Lesson One: The Continuous Line**

5 class periods

*Instructional Narrative*

*Day 1:* The teacher will begin the lesson by posing the essential question for the unit, "What is a community?" as well as the essential question for this lesson, "What are the benefits to being part of a community?" The teacher will facilitate a discussion with the class that addresses these questions and generate a list of ideas on the board.

The teacher will show a PowerPoint presentation that shows artwork by artists that work communally. Artist collectives such as the Guerilla Girls and art movements such as Fluxus and Flash Mobs will be discussed. Student will discuss the merits of working communally to create works of art.

*Day 2-4:* The teacher will introduce the objective of the lesson, describe the project, and distribute the project rubric. They will hand out small scraps of paper and will ask each student to write down an adjective of their choice. The teacher will then collect them, number each scrap in sequence, and allow each student to redraw an adjective at random.

The students will then create a sketch that demonstrates how they will visually convey their adjective through the use of an implied line. The students will collaborate with their peers who have the numbers in the sequence before and after their own to determine start and end points for their compositions so that they line up when assembled in a row. The students should collaborate with one another to achieve smooth transitions between each composition.

When the students finish their sketches and have planned out their compositions effectively, they will check in with the teacher to receive a piece of roll paper to create their final project on. The students may use a medium of their choice that helps them most clearly convey the meaning of their adjective.

*Day 5:* When the students have completed their compositions, they will hang them up in sequence in a designated place in the classroom or hallway. The class will guess the word each student chose based on the visual clues. Each student will then present their work and explain their artistic choices. All of the students will be encouraged to analyze each other's work and provide feedback to one another. Students will complete a self-assessment of their product and effort based on the project rubric.

## Unit 3: How do I see my community?

### Lesson One: The Continuous Line

5 class periods

#### Assessment Rubric

Process	Just Beginning to work toward the standard	Approaches the standard	Meets the standard	Exceeds the standard
<ul style="list-style-type: none"> <li>Sketch 10%</li> </ul>	The student did not develop a sketch or did not demonstrate evidence of his or her design process.	The student developed a sketch that demonstrated some evidence of his or her design process.	The student developed a sketch that demonstrated clear evidence of his or her design process.	The student developed an effective and thoughtful sketch that demonstrated clear evidence of his or her design process.
<b>Line Composition</b>				
<ul style="list-style-type: none"> <li>Media 35%</li> </ul>	The student did not complete a composition that features use of correct media and demonstrates consideration of the element of line.	The student created a composition that features use of correct media and demonstrates some consideration of the element of line.	The student created a composition that features suitable use of correct media and demonstrates thoughtful consideration of the element of line.	The student created a successful composition that features effective use of correct media and demonstrates thoughtful consideration of the element of line.
<ul style="list-style-type: none"> <li>Design 35%</li> </ul>	The student did not visually depict a randomly chosen adjective or demonstrate problem solving skills.	The student visually depicted a randomly chosen adjective and demonstrated some problem solving skills.	The student visually depicted a randomly chosen adjective and demonstrated creative problem solving skills.	The student successfully visually depicted a randomly chosen adjective and demonstrated exceptionally creative problem solving skills.
<b>Participation</b>				
<ul style="list-style-type: none"> <li>Class discussion &amp; collaboration 5%</li> </ul>	The student did not participate in class discussions or collaborate with his or her peers.	The student participated somewhat in class discussions and collaborated with his or her peers.	The student actively participated in class discussions and collaborated with his or her peers.	The student made valuable contributions in class discussions and demonstrated leadership when collaborating with his or her peers.
<ul style="list-style-type: none"> <li>Critique 5%</li> </ul>	The student did not present their mural painting and photograph to the class.	The student presented their mural painting and photograph to the class and explained some artistic choices.	The student presented their mural painting and photograph to the class and explained their artistic choices.	The student effectively presented their mural painting and photograph to the class and clearly explained his or her artistic choices.
<b>Reflection</b>				
<ul style="list-style-type: none"> <li>Self-Assessment 10%</li> </ul>	The student did not complete a self-assessment.	The student attempted to complete a self-assessment of their product and effort based on the project rubric.	The student completed a self-assessment of their product and effort based on the project rubric.	The student completed a thoughtful, accurate self-assessment of their product and effort based on the project rubric.

*Unit 3: How do I see my community?***Lesson Two: Role Model Artist Books**

14 class periods

*Lesson Overview*

This lesson challenges each student to create an artist book that pays homage to a role model in their community. Each student will research and visually depict a narrative that explores their relationship to their role model and what makes the individual inspirational to them.

Students will employ their knowledge of the elements of art. They will work in media of their choice and learn various binding techniques to finish their artist books. This project will help students explore what the concept of community means to them through identifying the people and places that make their communities unique.

**Enduring Understandings    Essential Questions**

- A community is not always defined as a physical location – sometimes it is created by a group of people with common interests, expectations, values, or beliefs.
  - Strong role models within a community can inspire community members to achieve their goals.
  - Role models and mentors have powerfully influenced the work of many artists.
  - Artist books can take on many forms and can be an excellent way to convey a visual narrative.
- What is a community?
  - Who is an important role model in my community and why do they inspire me?
  - How can I visually depict a narrative?
  - What is the purpose of an artist book and why might an artist choose to create one?
  - How have artists been inspired by role models throughout art history?

*Unit 3: How do I see my community?***Lesson Two: Role Model Artist Books**

14 class periods

*Massachusetts Curriculum Frameworks for Visual Art 9-12***1. Methods, Materials and Techniques**

1.13 - Students will make reasonable choices of 2D and 3D media, materials, tools, and techniques to achieve desired effects in specific projects

**2. Elements and Principles of Design**

2.13 - Students will use color, line, shape and form in 2d and 3d work and identify the use of these elements in the compositions of others

**3. Observation, Abstraction, Invention and Expression**

3.9 - Students will create 2d and 3d artwork that explores the abstraction of ideas and representations

3.11 - Students will demonstrate the ability to portray emotion and personality

**6. Purposes and Meanings in the Arts**

6.6 - Students will describe and analyze examples of art forms that integrate practical functions with aesthetic concerns

*Learning Objectives***Students will know:**

- Various types of bookbinding
- Key terms and definitions related to bookbinding methodology
- Tools and materials involved in bookbinding
- Traditional and nontraditional definitions of community
- How role models have positively impacted their lives

**Students will be able to:**

- actively participate in class discussions and critiques
- apply the elements and principles of art to enhance their visual narrative
- effectively integrate visual imagery and text
- interpret and understand the work of their classmates
- visually depict the inspiration a role model has brought them

*Unit 3: How do I see my community?***Lesson Two: Role Model Artist Books**

14 class periods

*Benchmark Product*

A successful project is defined as an artist book that visually depicts a narrative of the relationship between the artist and their chosen role model. The artist book should reflect thoughtful consideration of the medium utilized and the elements of art. One method of bookbinding should be employed to finish the artist book.

*Key Vocabulary*

- Artist Book
- Storyboarding
- Self-publishing
- Bookbinding

*Resources*

*Book of Kells*, 800

William Blake, *Songs of Innocence and of Experience: Shewing the Two Contrary States of the Human Soul*, 1789

Kurt Schwitters, *An Anna Blume*, 1919

Max Ernst, *Une Semaine de Bonté*, 1934

Ed Ruscha, *Twentysix Gasoline Stations*, 1963

Dieter Roth, *Literaturwurst (Literature Sausage)*, 1961-1974

Georges Brecht, *Water Yam*, 1963

Denise Hawrycio, *Killing*, 1988

*Materials*

- Paper (drawing, watercolor, sketch)
- Pencils
- Paints (watercolor, acrylic)
- Brushes
- Water containers
- Colored pencils
- Rubber cement
- Thread
- Needles
- Linen tape
- Book board
- Scissors
- Hammer and punch or awl
- Paint brushes
- Oil pastels
- Colored pencils

*Unit 3: How do I see my community?***Lesson Two: Role Model Artist Books**

14 class periods

*Instructional Narrative*

*Day 1:* The teacher will begin the lesson by leading a discussion with the class about artist books. The teacher can pose the essential questions, “what is an artist book?” and “why do you think an artist would choose to create one?” The students can brainstorm ideas regarding these concepts and the teacher can write them down on the board. The teacher will then show a PowerPoint presentation that introduces students to various examples of artist books throughout history.

*Day 2:* The teacher will introduce the project explaining the objectives, distributing the assessment rubric for students to read and showing a sample product. The teacher will lead a discussion with the students that explores the concept of role models. Students will explore stories and imagery in books such as *Honoring Our Ancestors* and *On My Block* for inspiration. Students will be invited to share stories about their personal role models with the class. For homework, the students will be assigned to brainstorm which individual in their community they would like to pay tribute to in an artist book. Students will be encouraged to bring visual references to class that may relate to the narrative they develop.

*Day 3-4:* The teacher will introduce the idea of a storyboard and show examples of how they can be used as a tool to lay out a book. Each student will create a storyboard that conveys a narrative about their role model.

*Day 5:* The teacher will lead the class through demonstrations of various types of bookbinding. The students will learn stab, accordion and tape binding and can choose which binding is most appropriate for their book aesthetic.

*Day 6-12:* Students will assemble their artist books. They can choose to work in the media that suits their narrative best. The teacher will provide individual assistance with the assembly process.

*Day 13-14:* Students will present their artist books to the class. Each student will explain the significance of their artistic choices and how they help to convey the narrative they developed to honor their role model. Students will fill out a self assessment and reflection at the end of the project.

## Unit 3: How do I see my community?

### Lesson Two: Role Model Artist Books

14 class periods

#### Assessment Rubric

Process	Just Beginning to work toward the standard	Approaches the standard	Meets the standard	Exceeds the standard
<ul style="list-style-type: none"> <li>Storyboard 10%</li> </ul>	The student did not develop a storyboard that outlines the overall narrative and depicts each page of the artist book.	The student developed a storyboard that outlined the overall narrative and depicted each page of the artist book.	The student satisfactorily developed a storyboard that clearly outlines the overall narrative and depicts each page of the artist book.	The student developed an exceptionally clear and thoughtful storyboard that outlines the overall narrative and depicts each page of the artist book.
<ul style="list-style-type: none"> <li>Bookbinding 10%</li> </ul>	The student did not employ one method of bookbinding for their artist book.	The student somewhat correctly employed one method of bookbinding for their artist book.	The student correctly employed one method of bookbinding for their artist book.	The student successfully employed one method of bookbinding for their artist book.
<b>Artist Book</b>				
<ul style="list-style-type: none"> <li>Design 30%</li> </ul>	The student did not complete an artist book that features use of correct media and demonstrates consideration of the elements of visual arts.	The student created an artist book that features use of correct media and demonstrates some consideration of the elements of visual arts.	The student created an artist book that features suitable use of correct media and demonstrates thoughtful consideration of the elements of visual arts.	The student created a successful artist book that features effective use of correct media and demonstrates thoughtful consideration of the elements of visual arts.
<ul style="list-style-type: none"> <li>Message / Theme 30%</li> </ul>	The student did not depict a visual narrative that conveys the impact their role model has on their life.	The student attempted to depict a visual narrative that conveys the impact their role model has on their life.	The student depicted a visual narrative that conveys the impact their role model has on their life.	The student depicted a dynamic and engaging visual narrative that conveys the impact their role model has on their life.
<b>Participation</b>				
<ul style="list-style-type: none"> <li>Class discussions 5%</li> </ul>	The student did not participate in class discussions.	The student participated somewhat in class discussions.	The student actively participated in class discussions.	The student made valuable contributions in class discussions.
<ul style="list-style-type: none"> <li>Critique 5%</li> </ul>	The student did not present their mural painting and photograph to the class.	The student presented their mural painting and photograph to the class and explained some artistic choices.	The student presented their mural painting and photograph to the class and explained their artistic choices.	The student effectively presented their mural painting and photograph to the class and clearly explained his or her artistic choices.
<b>Reflection</b>				
<ul style="list-style-type: none"> <li>Self-Assessment 10%</li> </ul>	The student did not complete a self-assessment.	The student attempted to complete a self-assessment of their product and effort based on the project rubric.	The student completed a self-assessment of their product and effort based on the project rubric.	The student completed a thoughtful, accurate self-assessment of their product and effort based on the project rubric.

*Unit 3: How do I see my community?***Lesson Three: Community Murals**

20 class periods

*Lesson Overview*

This lesson challenges students to design a site-specific mural to enhance a place in their community. Students will learn about prominent muralists and the distinctive characteristics of mural art. Students will then explore their own neighborhood to discover a location that would benefit from a mural. Students will design a mural for their chosen location, taking into consideration the demographics of the mural's audience, the message they want to send, and the impact that their mural will have on the community. It is important for students to work on this project individually so they may find a place in their own community that is relevant to them. Students will use acrylic paint to create their murals. Each student will present their work to the class and participate in a critique of their work.

**Enduring Understandings**

- Mural art is accessible to all - it transcends boundaries of traditional art spaces such as museum and gallery walls.
- Murals can enhance the beauty and appeal of a public space.
- Murals are effective methods of attracting attention to and beginning dialogue about pertinent social or political issues within communities.
- Acrylic paint is a versatile and cost-efficient medium that can be used to create a myriad of painting techniques.

**Essential Questions**

- Why would someone choose to create a mural?
- How can a mural impact its community?
- Why would an artist choose to use acrylic paint to create a work of art?

## *Unit 3: How do I see my community?*

### **Lesson Three: Community Murals**

20 class periods

*Massachusetts Curriculum Frameworks for Visual Art 9-12*

#### **1. Methods, Materials and Techniques**

1.9 - Students will demonstrate the ability to create 2D and 3D works that show knowledge of unique characteristics of particular media, materials, and tools

1.10 - Students will use electronic technology for reference and for creating original work

#### **2. Elements and Principles of Design**

2.16 - Students will create artwork that demonstrates a purposeful use of the elements and principles of design to convey meaning and emotion

#### **3. Observation, Abstraction, Invention, and Expression**

3.10 - Students will create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas

#### **4. Drafting, Revising, and Exhibiting**

4.10 - Students will demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment

#### **7. Roles of Artists in Communities**

7.9 - Students will identify artists who have been involved in social and political movements



Daniel Galvez, *Crosswinds*, 1992

## *Unit 3: How do I see my community?*

### **Lesson Three: Community Murals**

20 class periods

#### *Learning Objectives*

##### **Students will know:**

- Iconic murals and understand why they are effective works of art;
- Definitions of key terms such as mural, public art, and site specificity;
- Digital photography techniques and applications;
- Acrylic painting techniques.

##### **Students will be able to:**

- Actively participate in class discussions;
- Explain how murals can impact and enhance their community;
- Choose a site for a mural in their community and explain why it is appropriate;
- Identify an issue relevant to their community and empathize with community members;
- Complete five thumbnail sketches depicting unique composition ideas and demonstrate evidence of their design process;
- Create a mural design featuring a theme that is appropriate for the location and audience and communicates message they are considering;
- Create a mural design that demonstrates thoughtful consideration of the elements of visual arts;
- Present their mural design to the class and explain their artistic choices;
- Actively participate in a critique;
- Reveal their understanding in a self-assessment of their work.



*Unit 3: How do I see my community?***Lesson Three: Community Murals**

20 class periods

*Benchmark Product*

A successful project is defined as a painting measuring 16"x20" using acrylic paint. The painting will depict the student's mural design and will demonstrate their abilities in using acrylic paint medium, understanding of the elements of visual arts, designing an appropriate theme for the community, creating a composition that is compelling and engaging, and incorporating text (optional) in an appropriate way.

*Key Vocabulary*

- Mural
- Public Art
- Trompe-l'œil
- Site Specificity
- Demographics
- Target Audience

*Resources*

Diego Rivera, *The Ancient Indian World*, 1929-34

Jose Clemente Orozco, *The Epic of American Civilization*, 1932-34

Richard Haas, *112 Prince Street*, 1975

Keith Haring, *Crack is Wack*, 1986

Bogside Artists, *Bloody Sunday*, 2004

Banksy, *Untitled (No Loitering)*, post 2005

*Materials*

- Digital camera
- Computer
- Color printer
- Sketch paper
- Pencils
- Erasers
- Acrylic paint
- Paint brushes
- Water containers
- 16"x20" or larger sized canvases

*Unit 3: How do I see my community?***Lesson Three: Community Murals**

20 class periods

*Instructional Narrative*

*Day 1:* The teacher will begin the lesson by asking the questions, "What is a mural?" and "Can you think of any famous murals you've seen or heard about or murals in your neighborhood?"

The students will engage in a brief discussion about what a mural is and talk about any examples of murals they can recount to the class.

The teacher will present a PowerPoint presentation that displays different examples of mural arts. The teacher will lead an inquiry with the students into the purpose of each mural and will guide the students through the Artful Thinking strategies. Through this presentation and discussion, the students will learn about different types of murals from around the world and the purposes that the artists had for creating them. Students will also examine how the elements of visual arts are present in each of the murals. The teacher will incorporate key vocabulary terms into the presentation to familiarize the students with new concepts and terminology.

*Day 2:* The teacher will introduce the project to the students by explaining the steps and the project timeline. The teacher will pass out the project assessment rubric that identifies the standards that this project will be graded by. The teacher will answer any clarifying questions the students may have. The teacher will then show his or her benchmark product to the class and describe the specifications for the project outcome.

For homework, the students will explore their neighborhood and decide upon a site for their mural. They will photograph the site with a digital camera. Students can use their own camera or borrow one from the school for this portion of the project.

The students will fill out a worksheet about their mural site. This worksheet will ask students to explain their choice of locale and help them think about appropriate themes and concepts to depict in their murals.

*Day 3-18:* The students will begin their mural designs by creating five thumbnail sketches with original compositions. Each design should show consideration of the site, the target audience and represent a particular theme. When the students have completed their thumbnails, they will check in with the teacher to discuss which design is most successful and should be used for the final mural design.

## *Unit 3: How do I see my community?*

### **Lesson Three: Community Murals**

20 class periods

Using any acrylic paint on canvas (16"x20" or larger), the students will create a final version of their mural design based on the specifications described by the teacher. The teacher will supervise and provide assistance as necessary.

*Day 19-20:* Upon completion of the project, the teacher will facilitate a critique with the class to discuss the murals. The students will present their murals as well as the photograph they took of their site and explain what themes they decided to depict, how their murals are site specific and who their target audiences are. They will also describe how their composition utilizes the elements of visual arts. All of the students will be encouraged to analyze everyone's work and provide feedback to one another.

Students will complete a self-assessment of their product and effort based on the project rubric.



## Unit 3: How do I see my community?

### Lesson Three: Community Murals

20 class periods

#### Assessment Rubric

Process	Just Beginning to work toward the standard	Approaches the standard	Meets the standard	Exceeds the standard
<ul style="list-style-type: none"> <li>Photograph / Worksheet 10%</li> </ul>	The student did not photograph their mural location or fill out the lesson worksheet.	The student photographed their mural location and completed some of the lesson worksheet.	The student satisfactorily photographed their mural location and completed the lesson worksheet.	The student effectively photographed their mural location and completed the lesson worksheet comprehensively.
<ul style="list-style-type: none"> <li>Thumbnail Sketches 10%</li> </ul>	The student did not complete five thumbnail sketches that demonstrated evidence of his or her design process.	The student less than five thumbnail sketches that demonstrated some evidence of his or her design process.	The student developed five thumbnail sketches that demonstrated clear evidence of his or her design process.	The student developed five or more strong thumbnail sketches that demonstrated clear evidence of his or her design process.
<b>Mural Painting</b>				
<ul style="list-style-type: none"> <li>Design 30%</li> </ul>	The student did not complete a mural painting that features use of correct media and demonstrates consideration of the elements of visual arts.	The student created a mural painting that features use of correct media and demonstrates some consideration of the elements of visual arts.	The student created a mural painting that features suitable use of correct media and demonstrates thoughtful consideration of the elements of visual arts.	The student created a successful mural painting that features effective use of correct media and demonstrates thoughtful consideration of the elements of visual arts.
<ul style="list-style-type: none"> <li>Message / Theme 30%</li> </ul>	The student did not depict an appropriate message or theme that appealed to their target audience in their mural design.	The student depicted a message or theme that appealed somewhat to their target audience in their mural theme.	The student depicted an appropriate message or theme that appealed to their target audience.	The student clearly depicted an appropriate message or theme that successfully appealed to their target audience.
<b>Participation</b>				
<ul style="list-style-type: none"> <li>Class discussions 5%</li> </ul>	The student did not participate in class discussions.	The student participated somewhat in class discussions.	The student actively participated in class discussions.	The student made valuable contributions in class discussions.
<ul style="list-style-type: none"> <li>Critique 5%</li> </ul>	The student did not present their mural painting and photograph to the class.	The student presented their mural painting and photograph to the class and explained some artistic choices.	The student presented their mural painting and photograph to the class and explained their artistic choices.	The student effectively presented their mural painting and photograph to the class and clearly explained his or her artistic choices.
<b>Reflection</b>				
<ul style="list-style-type: none"> <li>Self-Assessment 10%</li> </ul>	The student did not complete a self-assessment.	The student attempted to complete a self-assessment of their product and effort based on the project rubric.	The student completed a self-assessment of their product and effort based on the project rubric.	The student completed a thoughtful, accurate self-assessment of their product and effort based on the project rubric.