Art Show!

Our class will be hosting an art show for the school. We will showcase what we know about geometry! You will create a special project for the art show and give a short presentation about your artwork. Many other students from our school will do a gallery walk to view your artwork.

Project Tasks

1. Use Microsoft Word's drawing program or another program you know how to use to design a picture of a familiar object or living thing that incorporates at least three different two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, or quarter-circles).
2. After your teacher prints and posts your artwork and your classmates' artwork around the room on the walls, look at each posted picture. Use the recording chart that follows to record each artist's name, circle the shapes used in the picture, and guess the object or living thing.
3. You will take a turn standing beside your project while your classmates share their guesses about the living thing or object in your artwork. You will then explain the shapes you used and share the living thing or object you created.

STUDENT'S NAME	CIRCLE THE SHAPES	GUESS THE DRAWING
	rectangle square trapezoid triangle half-circle quarter-circle	
	rectangle square trapezoid triangle half-circle quarter-circle	
	rectangle square trapezoid triangle half-circle quarter-circle	

Scoring Rubric

	1 SIGNIFICANT REVISION NEEDED	2 SOME REVISION NEEDED	3 PROFICIENT	4 EXCEEDS EXPECTATIONS
Objective 1: Students will create a piece of art that incorporates geometric shapes to represent a familiar object or living thing.	The student does not use geometric shapes accurately and logically in his or her drawing.	The students uses one or two geometric shapes accurately and logically in his or her drawing.	The student uses three geometric shapes accurately and logically in his or her drawing.	The student uses three or more geometric shapes accurately and logically in his or drawing.
Objective 2: Students will analyze classmates' work to identify geometric shapes included in the artwork.	The student is not able to identify geometric shapes included in classmates' work.	The student correctly identifies classmates' shapes with less than 75 percent accuracy.	The student correctly identifies classmates' shapes with 76 to 89 percent accuracy.	The student correctly identifies classmates' shapes with 90 percent or more accuracy.

Create Excellence Framework Rating

CREATE ANALYSIS		
CREATE COMPONENT	**LEVEL**	**JUSTIFICATION**
Real-World Learning	3: Investigating	This project simulates a real-world scenario (an art show) where students have an audience broader than their classmates.
Cognitive Complexity	3: Investigating	The teacher directs students' interaction with the core content standard. The Bloom's level of this task is the Analyze level. Students analyze which geometric shapes are needed to represent their own object or living thing. They then must analyze and recreate their classmates' scenarios with the geometric shapes.
Student Engagement	3: Investigating	Students have choice about which shapes they use to represent an object or living thing, as well as the technology they use to create the product. Because this is an open-ended task, students can produce projects that are influenced by their ability and interests.
Technology Integration	3: Investigating	Technology in this project is required for completion but is an alternative for traditional pencil-and-paper completion. Students use technology for the Analyze level of Bloom's taxonomy.