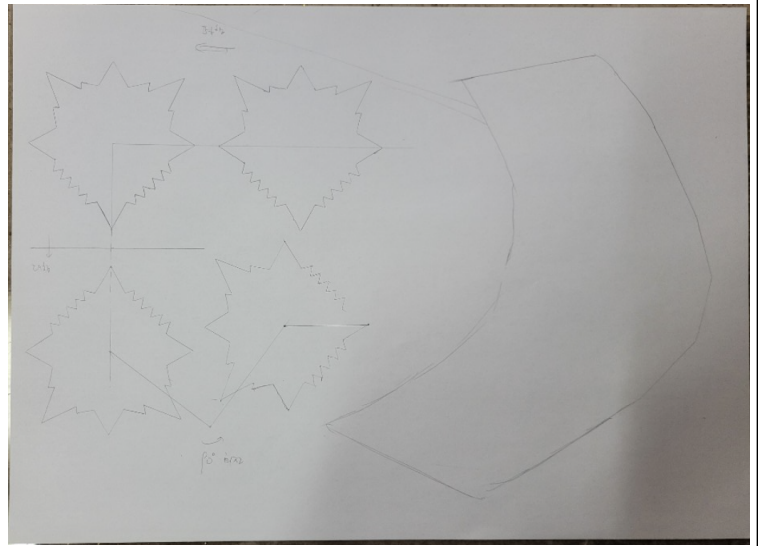
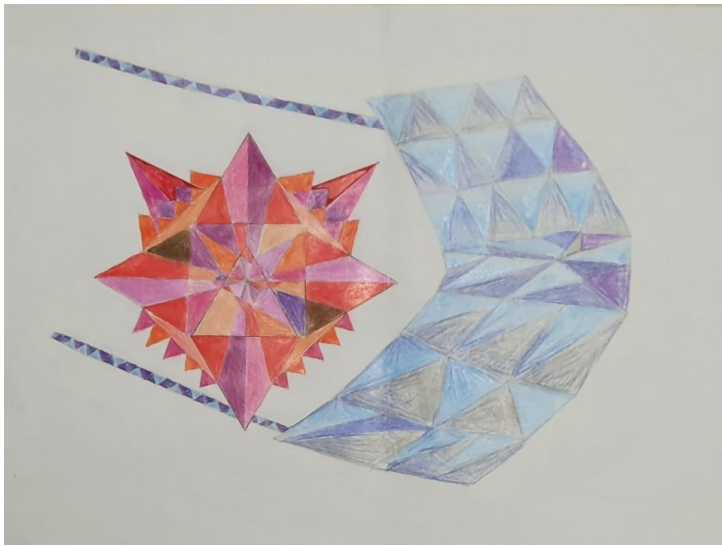


Art of Triangles Project Log

Geometric Art Examples



Initial Design



Changes to make based on feedback from peers

- Write the meaning of my design in the project log
- Have a main theme
- Change some rectangles into triangles.

Our Rubric

	4: Exceeding	3: Meeting	2: Developing	1: Beginning
Shape	<ul style="list-style-type: none"> - Students effectively explained in detail the meaning of the shapes used in the product. - Shapes/Spaced are used Meaningfully/ Thoughtfully - Perfectly drawn triangle adds to the meaning of the product. 	<ul style="list-style-type: none"> - Students can explain the meaning of the shapes used in the product. - Shapes/Spaced are used intentionally. - Neat triangle relates to the meaning of the product. 	<ul style="list-style-type: none"> - Students particularly explained the meaning of the shapes used in the product. - Some of the shapes are placed randomly - Messy triangle distracts from the meaning of the product. 	<ul style="list-style-type: none"> - Students did not explain the meaning of the shapes used in the product. - Most of the shapes are placed randomly - Indistinguishable shape takes away the meaning of the product.
Color	<ul style="list-style-type: none"> - Students effectively explained in detail the meaning of the color(s) used in the product. - The product is meticulously colored. 	<ul style="list-style-type: none"> - Students can explain the meaning of the color(s) used in the product. - The product is neatly colored/ completed. 	<ul style="list-style-type: none"> - Students particularly explained the meaning of the color(s) used in the product. - Students partially colored/ with mistakes. 	<ul style="list-style-type: none"> - Students did not explain the meaning of the color(s) used in the product. - Students poorly colored/ with several noticeable mistakes.
Meaning / Perspective	<ul style="list-style-type: none"> - Several different meanings/make a connection to experience and personal background - Detailed and concisely explains the connection between product/ personal perspective 	<ul style="list-style-type: none"> - Has identifiable meanings - Explanation makes a connection between a product and a personal perspective. 	<ul style="list-style-type: none"> - No obvious meaning/ requires explanation - Partially detailed connection between product, and personal perspective. 	<ul style="list-style-type: none"> - Meaningless - It makes no connection between the product and personal perspective.

Project Feedback Day

Din: Even the design consists of various triangles, and has different types of triangles, I cannot think about why you draw it. There is any similarity between Geometry art examples, and your design.

Alex Hong: Although the design was colorful and contains various triangles, I can't identify what's the main theme of the design. How about adding more descriptions or colorful backgrounds?

Sarah: I like how you used many colors to make your design colorful, however, I can see some rectangles. You should use ONLY triangles. Furthermore, I can't realize what you are trying to show by your design.

Project Feedback Rubric

Din:

- Shape: 3
- Color: 3
- Meaning: 1

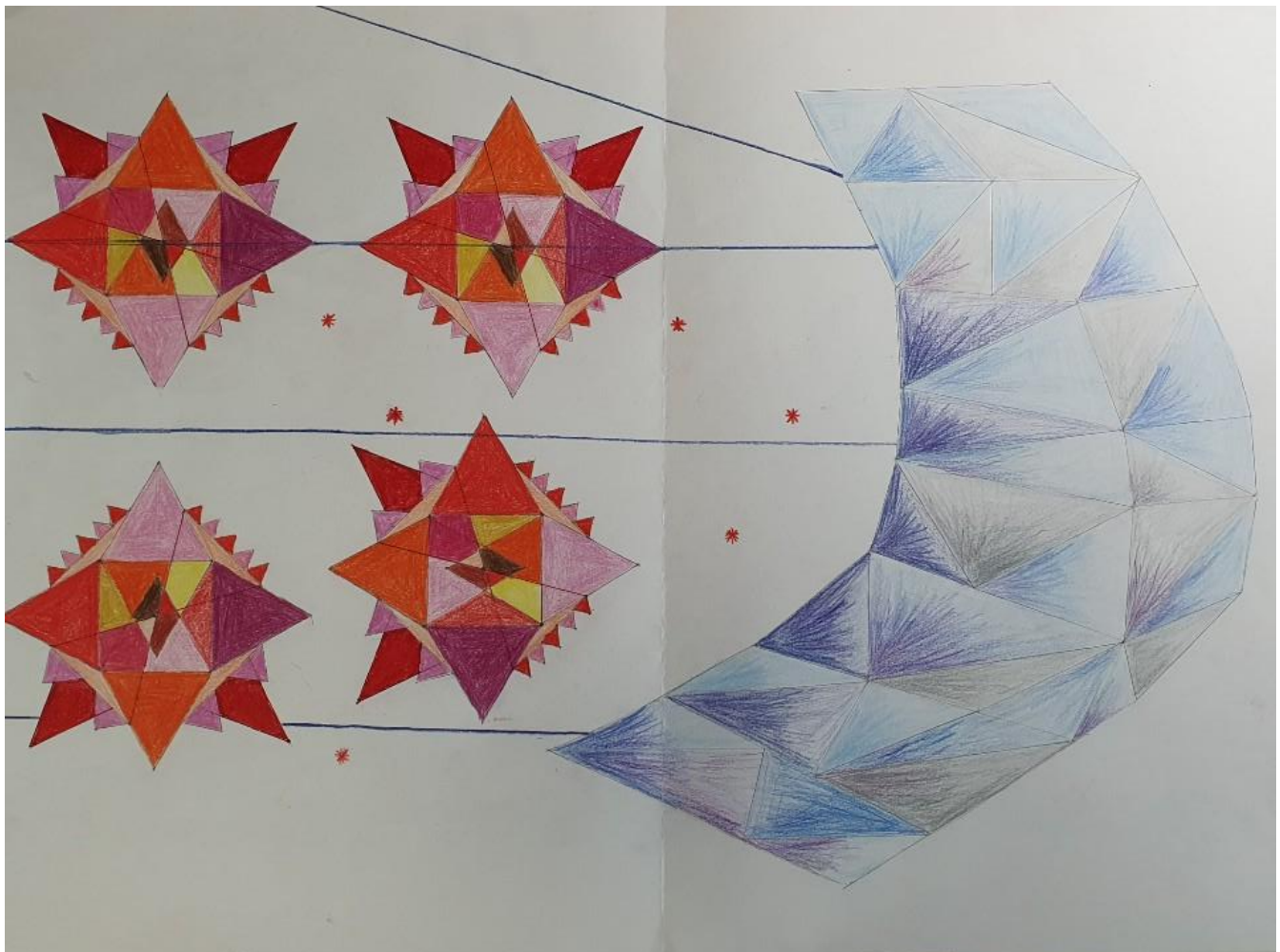
Alex Hong:

- Shape: 3
- Color: 4
- Meaning: 1

Sarah:

- Shape: 2
- Color: 4
- Meaning: 1

Final Design



Paragraph (My artwork matches the criteria for beauty because.....)

My artwork matches the criteria for beauty because I have a design with a beautiful shape by only using triangles, and I used various colors such as red, purple, orange, pink, blue, dark blue, and gray to express the germs and the mask of Coronavirus. The meaning of my design is the importance of a mask to block the germs of Coronavirus. The transformed shapes which are colored in red, orange, and purple are the germs and the large blue is the design of a mask. The blue lines are the strings of the mask and the small red designs are small germs. My initial design is the germ in the upper-right part. I translated the shape to the left using the second mask string as a vector. Then, I reflected the germ by the third mask string as the line of reflection. Finally, I used the small germ at the bottommost part as the center of rotation and rotated the coronavirus germ. This design also connects to my experience because nowadays we are having a hard time due to COVID-19. By drawing this design, I wanted to express the importance of wearing a mask to block the virus.

The sequence of the design is not shown in the drawing. Vector AB is the vector for translation, line l is the line of reflection, and point O is the center of rotation and the design is rotated in 90 degrees.

Sequence: $R_{(O, 90^\circ)}(R_l(T_{(AB)}))$

Reflection

Create a video response to respond to the following questions. Videos should be no more than 2 minutes and posted through YouTube. Use this reflection document to support your reflection. You do not have to address every question.

1. Were you satisfied with your final product?
 - a. If so, why?
 - b. If not, why?
2. How did your artwork change over time?
3. If changes were made, why did those changes happen?
4. How did you show responsibility?

4	3	2	1
Students... -Present direct evidence from their project logs (for example, picture) to support claims -Thoughtfully reflect on how their project changed over time and what they might do differently next time	Students... -Present direct evidence from their project logs (for example, picture) to support claims -Some reflection on project changes but somewhat superficial (for example reading through prompts and answering them rather than reflecting on the project as a whole)	Students... -Show only some evidence from their project log. The video is mostly their face without showing any evidence -Superficial reflection (similar to level 3 but with less depth)	Students.... -Show no evidence from project log -Obvious lack of thought put into their reflection