

# G7 Arts Rotation RoboMondrian Reflection

**Instructions:** Answer to the reflection prompts (parts 1, 2 and 3) in the designated area and self-assess your work in part 4.

**Rubric:** [G7 Final Reflection Rubric](#)

## Part 1

Choose **ONE** reflection starter from **EACH** category to write your **FOUR-SENTENCE** reflection about this course.

### Strengths/Good/Easy/Fun

- This course was fun because.....
- I think I did well at .....because.....
- I felt good when I did.....because.....
- I liked .....because.....
- I found.....easy to do because.....

### Weakness/Hard/Problems

- This course was hard because.....
- In this course I had a problem with..... This was because.....
- I think one of my weaknesses was.....because.....
- I feel I wasn't strong at.....because.....

- I found.....difficult because.....

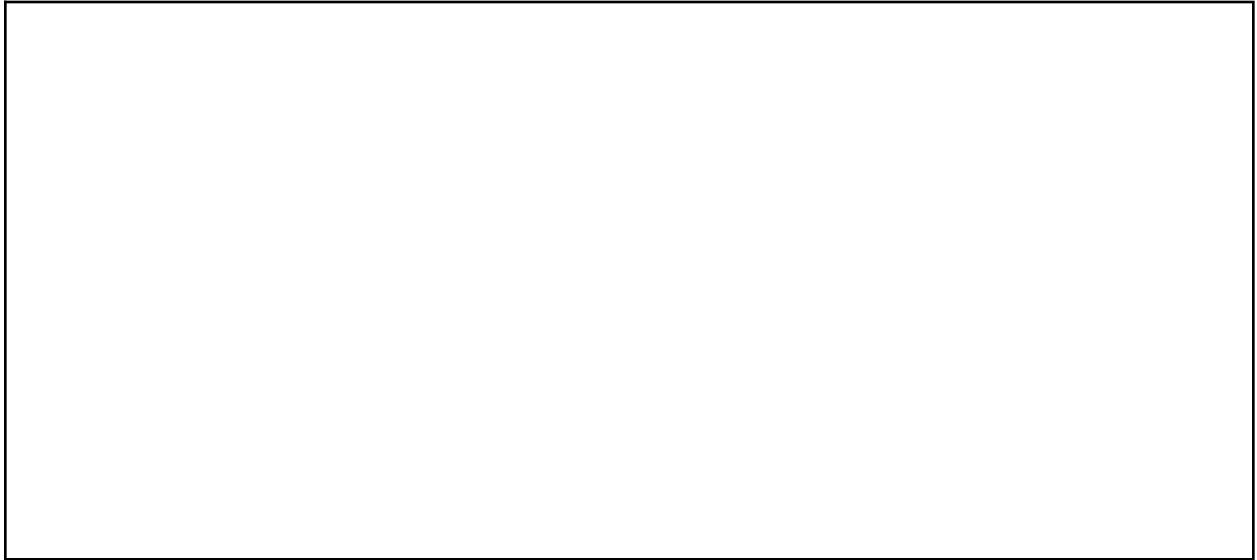
### Improve

- I need to improve my .....because.....
- I want to get better at .....so I can.....
- Our group needs to work on.....because.....

### Feedback

- The teacher said..... I will try to do.....
- The teacher mentioned..... I will work on this by doing.....
- (A student's name) said..... I agree/don't agree with them because.....
- (A student's name) pointed out I need to..... I will try to do.....

**Part 1 Reflection:** please write inside the box

A large, empty rectangular box with a thin black border, intended for the user to write their reflection.

## Part 2

1. Compare your work with Mondrian. What elements did you use of his style?
2. How was your creative process different than the one traditional artists like painters use?
3. What did your creative process and the one of the painter have in common?
4. How confident are you creating this type of art?

5. How comfortable are you working with the computer versus working with traditional art materials like paint, watercolor, etc.?

## Part 3

Read the article

<https://www.washingtonpost.com/news/innovations/wp/2015/08/31/this-algorithm-can-create-a-new-van-gogh-or-picasso-in-just-an-hour/>

and answer the following questions with at least a small paragraph:

1. You are hired to sell the paintings generated by the algorithm mentioned in the article. How much would you sell them for? What arguments will you give your clients to convince them?
2. What are the differences between a painting painted by a person and one that is computer generated?



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**Part 3 Reflection:** please write inside the box

<sup>1</sup> Media owned by University of Tuebingen, obtained from the aforementioned article by Matt McFarland.

## Part 4

Self-assess using this rubric:

	3	2	1
<b>Focus</b>	Competently addresses all aspects of the prompt. Introduces topic(s) in a clear thesis statement.	Superficially addresses all aspects of the prompt. Introduces topic(s) in a thesis statement.	Partially addresses all aspects of the prompt. Introduces superficial or flawed topic(s) in a weak thesis statement.
<b>Organization/ Structure</b>	Orients reader to topic(s) in introduction and previews what is to follow. Develops topic(s) with relevant body paragraphs. Provides a conclusion that follows from and supports information or explanation presented. Creates cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs. Uses a variety of techniques (e.g., headings, charts) to organize ideas, concepts, and information to aid comprehension.	Partially orients reader to topic(s) in introduction and previews what is to follow. Superficially develops topic(s) with relevant body paragraphs. Provides a conclusion which repetitively or partially follows from and supports information or explanation presented. Creates some cohesion and clarifies relationships through transition/linking words, phrases, and clauses within or between paragraphs. Uses some techniques (e.g., headings, charts) to adequately organize ideas, concepts and information to aid comprehension.	Inadequately orients reader to topic(s) in introduction and/or fails to preview what is to follow. Inadequately develops topic(s) with minimal body paragraphs. Provides a sense of closure, but may weakly articulate significance of the topic. Uses limited or inappropriate transition/linking words, phrases, and clauses. Uses few techniques (e.g., headings, charts) to inadequately organize ideas, concepts, and information to aid comprehension.

<b>Development</b>	<p>Develops the topic using well-chosen facts, definitions, concrete details, quotes, and other information and examples that are relevant and sufficient.</p> <p>Competently integrates and cites credible sources.</p> <p>Shows competent understanding of topic or text.</p>	<p>Develops the topic using facts definitions, concrete details, quotes, and other information and examples that are limited or superficial.</p> <p>Ineffectively integrates and cites sources.</p> <p>Shows superficial understanding of topic or text.</p>	<p>Provides minimal and/or irrelevant evidence to develop the topic.</p> <p>Incorrectly integrates/cites sources.</p> <p>Shows limited or flawed understanding of topic or text.</p>
<b>Language</b>	<p>Uses correct and varied sentence structure.</p> <p>Contains few, minor errors in conventions.</p> <p>Competently uses academic and domain-specific vocabulary clearly appropriate purpose.</p>	<p>Uses mostly correct and some varied sentence structure.</p> <p>Contains some errors in conventions which may cause confusion.</p> <p>Usually uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.</p>	<p>Uses limited and/or repetitive sentence structure.</p> <p>Contains numerous errors in conventions which cause confusion.</p> <p>Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose.</p>