



# The Glitch-Print

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<b>District:</b>	<b>Canton Central School District</b>
<b>Grade Level:</b>	<b>9-12</b>
<b>Subject/Course:</b>	<b>Visual Arts</b>
<b>Cross-curricular Link:</b>	<b>Visual Arts/Computer Science and Digital Fluency</b>
<b>Approximate Time (IN MINUTES):</b>	<b>42 minutes</b>

## CONTENT AND SKILLS

### Learning Objectives:

- Students will capture analog identity (photograph your print)
- Students will transform it using PhotoMosh glitch tools.
- Students will reflect on the digital footprint implications
- Students will create 4-slide presentation

### Essential Questions (optional):

- How does our digital activity leave a permanent, visible mark on our identity?
- How can we use digital "errors" (glitches) to express the complexity of our online presence?
- Who has access to our digital footprints, and how can we curate them intentionally, in a positive manner?

### Students' I can statements . . .

- I can use digital tools like PhotoMosh to intentionally "glitch" my analog artwork.
- I can identify who monitors my digital footprint and how to curate a positive online presence.

### How will you meet the needs of SWD and ELL/MLL students?

- Utilize a peer-buddy system for the technical digital "mashing" phase.
- Provide a vocabulary list with image-based definitions for key terms like "Glitch" and "Footprint."

## NYS COMPUTER SCIENCE AND DIGITAL FLUENCY STANDARDS

List all standards that authentically align (e.g., K-1.CT.4)

- 9-12.IC.1 Evaluate the impact of computing technologies on equity, access, and influence in a global society.

- 9-12.IC.5 Describe ways that complex computer systems can be designed for inclusivity and to mitigate unintended consequences.
- 9-12.CY.1 Determine the types of personal and organizational information and digital resources that an individual may have access to that needs to be protected.
- 9-12.CY.2 Describe physical, digital, and behavioral safeguards that can be employed to protect the confidentiality, integrity, and accessibility of information.

### OTHER SPECIFIC STANDARDS (e.g., Content, SEL Benchmarks)

List all standards that authentically align

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

- VA:Cr2.3.HSIIa. Redesign an object, system, place, or design in response to contemporary issues.
- VA:Cn11.1.HSIa Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.
- SEL 3A.4a. Demonstrate personal responsibility by making decisions that support the wellbeing of self and others.

### INSTRUCTIONAL PLAN





List the steps of the lesson, including instructions for the students.  
Add and highlight Standard Indicator next to activity that aligns

#### Lesson Schedule

- **0:00 – 0:07 | The "Leaky Pen" Briefing (7 mins)**
  - The Hook: Students hold up their prints. "This is you in the physical world—solid, intentional, and unique."
  - The Pivot: Introduce the Digital Footprint (9-12.IC.1). Explain that the moment we share this print online, it becomes data that can be copied, tracked, and "glitched" by others.
- **0:07 – 0:12 | The Digital Capture (5 mins)**
  - Students use their devices to take a clear, well-lit photo of their best linocut print.
  - Tip: Remind them to fill the frame so the "data" is high quality!
- **0:12 – 0:27 | Entering the "Mosh" Pit (15 mins)**
  - Students navigate to [PhotoMosh.com](http://PhotoMosh.com) as well as CANVA.
  - Task: Use at least three different "glitch" settings (Jitter, Slices, Melt) to represent different types of data trails (location, cookies, search history). (9-12.IC.5)
  - Selection: Students must save/download their favorite "corrupted" version.
- **0:27 – 0:37 | The Conceptual Overlay (10 mins)**
  - Planning Template: Students fill out their "Digital Footprint Slide."
  - Question to answer: "How does the glitch change the way people see your original print? Is your message still clear?"
- **0:37 – 0:42 | The Gallery "Ping" (5 mins)**
  - Rapid-fire projection! Project student glitches on the board. (VA:Cn11.1)
  - Closing Ethics Note: "You just 'glitched' your own art. How would it feel if a company glitched it to sell a product without asking?" (ticket-out-the-door)

### SPECIFIC NEEDS: MATERIALS / RESOURCES / TECHNOLOGY

Add additional resources needed for this lesson such as instructional technology templates, images, videos, etc.

- PhotoMosh.com: Free, browser-based glitch tool (No account required).
- Linocut Prints: Pre-created student artwork (Subject: Portraits or Personal Icons).
- Digital Devices: Tablets or cameras.
- Projector: For the "Gallery Ping" and demonstrating the tool.
-  Glitch Print
-  Glitch Prints Example
-  Rubric for Gr. 9-12: Successful Use of Glitch Tools an...
-  Vocabulary Sheet: The Glitch-Print