The Glitch-Print

Participant Name:	**Michelle Rodee**
District:	**Canton Central School District**
Grade Level:	**9-12**
Subject/Course:	**Visual Arts**
Cross-curricular Link:	**Visual Arts/Computer Science and Digital Fluency**
Approximate Time (IN MINUTES):	**42 minutes**

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 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