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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 13

# SOUNDSCAPE COMPOSER

Compose an original soundscape that uses musical choices to create a place, mood, or short story.

**YOUR GRADE PATH** Grade 3: two contrasting sections. Grade 4: ABA form. Grade 5: three layers + intentional tempo. Grade 6: recurring motif, dynamic plan, and revision from feedback.

## Launch resource



**Chrome Music Lab: Song Maker**

<https://musiclab.chromeexperiments.com/Song-Maker>

## Mission tasks

- 1. Listen like a composer** — Choose a setting or feeling. List five sounds or musical qualities you connect with it: high/low, fast/slow, smooth/choppy, loud/soft.
- 2. Explore the tools** — Test pitch, rhythm, tempo, instruments, and percussion. Record three discoveries before composing.
- 3. Draft a motif** — Create a short musical idea that can return. Hum, draw, or describe it so another person could recognize it.
- 4. Shape the form** — Arrange contrasting sections for your grade level. Use repetition plus at least one purposeful change.
- 5. Get feedback** — Play the draft for one listener. Ask what place, mood, or action they imagined and what musical clue caused that response.
- 6. Revise and credit** — Make at least two changes. Save the link or capture the grid. Credit any outside sound or idea; the composition itself must be yours.

# Soundscape Composer • EVIDENCE & COMPLETION

## Final product

Share the finished piece with a title and a 100–150 word composer statement explaining form, motif, tempo, layers, feedback, and revisions.

## Quality check

- ☐ My piece has contrast and repetition.
- ☐ My musical choices match my intended mood or story.
- ☐ I documented feedback and two revisions.
- ☐ My title and composer statement are complete.

## Evidence notes

**My soundscape is about...**

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**Listeners should notice...**

---

**Feedback I received was...**

---

**I revised the piece by...**

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---

## Reflect

**The skill I improved most was...**

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**One decision or revision I can defend with evidence is...**

---

**If I continued this badge, my next step would be...**

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## Teacher verification

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|------------------------------------|-------------------------------------------------------------------|
| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 14

# COLOR SCIENTIST

Take on a focused challenge to mix, compare, and use color relationships to communicate mood.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://www.nga.gov/learn/teachers/lessons-activities/elements-of-art/color.html>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to mix, compare, and use color relationships to communicate mood. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Color Scientist • EVIDENCE & COMPLETION

## Final product

Create a color-study portfolio and final mood composition. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

---

**The strongest evidence or example I found is...**

---

**Testing or feedback showed...**

---

**I improved the final product by...**

---

---

## Reflect

**The skill I improved most was...**

---

**One decision or revision I can defend with evidence is...**

---

**If I continued this badge, my next step would be...**

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## Teacher verification

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|------------------------------------|-------------------------------------------------------------------|
| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 15

# FOUND SOUND MUSICIAN

Take on a focused challenge to turn everyday sounds into organized rhythm, texture, and form.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://musiclab.chromeexperiments.com/Rhythm/>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to turn everyday sounds into organized rhythm, texture, and form. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Found Sound Musician • EVIDENCE & COMPLETION

## Final product

Create a recorded or performed found-sound piece with a visual score. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

---

**The strongest evidence or example I found is...**

---

**Testing or feedback showed...**

---

**I improved the final product by...**

---

---

## Reflect

**The skill I improved most was...**

---

**One decision or revision I can defend with evidence is...**

---

**If I continued this badge, my next step would be...**

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## Teacher verification

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| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 16

# STOP-MOTION STORYTELLER

Take on a focused challenge to use framing, movement, timing, and sequence to animate an idea.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://www.nfb.ca/education/stopmo/>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to use framing, movement, timing, and sequence to animate an idea. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Stop-Motion Storyteller • EVIDENCE & COMPLETION

## Final product

Create a 30–90 second stop-motion film with storyboard and credits. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

My challenge and audience are...

---

The strongest evidence or example I found is...

---

Testing or feedback showed...

---

I improved the final product by...

---

## Reflect

The skill I improved most was...

---

One decision or revision I can defend with evidence is...

---

If I continued this badge, my next step would be...

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## Teacher verification

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| Student evidence conference | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| Teacher initials / date     | <hr/>                                                             |
| Badge awarded               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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FINE ARTS • BADGE 17

# TYPOGRAPHY DESIGNER

Take on a focused challenge to use letterform, spacing, scale, and hierarchy to express meaning.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://learninglab.si.edu/>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to use letterform, spacing, scale, and hierarchy to express meaning. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Typography Designer • EVIDENCE & COMPLETION

## Final product

Create a three-poster typography series with design rationale. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

---

**The strongest evidence or example I found is...**

---

**Testing or feedback showed...**

---

**I improved the final product by...**

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## Reflect

**The skill I improved most was...**

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**One decision or revision I can defend with evidence is...**

---

**If I continued this badge, my next step would be...**

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## Teacher verification

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| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
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| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 18

# MINI MUSEUM CURATOR

Take on a focused challenge to select, arrange, label, and interpret artworks around a theme.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**  
<https://learninglab.si.edu/>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to select, arrange, label, and interpret artworks around a theme. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Mini Museum Curator • EVIDENCE & COMPLETION

## Final product

Create a five-work mini exhibition with wall labels and curator statement. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

---

**The strongest evidence or example I found is...**

---

**Testing or feedback showed...**

---

**I improved the final product by...**

---

---

## Reflect

**The skill I improved most was...**

---

**One decision or revision I can defend with evidence is...**

---

**If I continued this badge, my next step would be...**

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## Teacher verification

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| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 19

# DANCE PHRASE CHOREOGRAPHER

Take on a focused challenge to develop movement through shape, level, pathway, energy, and repetition.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to develop movement through shape, level, pathway, energy, and repetition. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Dance Phrase Choreographer • EVIDENCE & COMPLETION

## Final product

Create an original dance phrase, notation map, and performance reflection. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

My challenge and audience are...

---

The strongest evidence or example I found is...

---

Testing or feedback showed...

---

I improved the final product by...

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---

## Reflect

The skill I improved most was...

---

One decision or revision I can defend with evidence is...

---

If I continued this badge, my next step would be...

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## Teacher verification

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| Student evidence conference | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| Teacher initials / date     | <hr/>                                                             |
| Badge awarded               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 20

# COSTUME CONCEPT ARTIST

Take on a focused challenge to connect character, setting, materials, color, and silhouette.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://www.metmuseum.org/art/online-features/metkids/>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to connect character, setting, materials, color, and silhouette. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Costume Concept Artist • EVIDENCE & COMPLETION

## Final product

Create a costume concept sheet with research, swatches, and annotated design. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

---

**The strongest evidence or example I found is...**

---

**Testing or feedback showed...**

---

**I improved the final product by...**

---

## Reflect

**The skill I improved most was...**

---

**One decision or revision I can defend with evidence is...**

---

**If I continued this badge, my next step would be...**

---

## Teacher verification

|                                    |                                                                   |
|------------------------------------|-------------------------------------------------------------------|
| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 21

# PHOTO ESSAY ARTIST

Take on a focused challenge to build a visual narrative through composition, light, angle, and sequence.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

[https://www.getty.edu/education/teachers/classroom\\_resources/curricula/exploring\\_photographs/](https://www.getty.edu/education/teachers/classroom_resources/curricula/exploring_photographs/)

## Mission tasks

- 1. Frame the challenge** — Explain what it means to build a visual narrative through composition, light, angle, and sequence. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Photo Essay Artist • EVIDENCE & COMPLETION

## Final product

Create a six-image photo essay with captions and artist statement. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

---

**The strongest evidence or example I found is...**

---

**Testing or feedback showed...**

---

**I improved the final product by...**

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## Reflect

**The skill I improved most was...**

---

**One decision or revision I can defend with evidence is...**

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**If I continued this badge, my next step would be...**

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## Teacher verification

|                                    |                                                                   |
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| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

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| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 22

# PUBLIC ART PLANNER

Take on a focused challenge to design art for a specific place, audience, purpose, and constraint.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://americanart.si.edu/education>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to design art for a specific place, audience, purpose, and constraint. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Public Art Planner • EVIDENCE & COMPLETION

## Final product

Create a site-aware public-art proposal with model and community rationale. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

---

**The strongest evidence or example I found is...**

---

**Testing or feedback showed...**

---

**I improved the final product by...**

---

---

## Reflect

**The skill I improved most was...**

---

**One decision or revision I can defend with evidence is...**

---

**If I continued this badge, my next step would be...**

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## Teacher verification

|                                    |                                                                   |
|------------------------------------|-------------------------------------------------------------------|
| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
| <b>Badge awarded</b>               | <input type="checkbox"/> Yes <input type="checkbox"/> Not yet     |

|                                |                                   |                               |
|--------------------------------|-----------------------------------|-------------------------------|
| <b>NAME:</b><br>_____          | <b>GRADE:</b> _____               | <b>SCHOOL:</b><br>_____       |
| <b>Badge Start Date:</b> _____ | <b>Projected Finish:</b><br>_____ | <b>Teacher Initial:</b> _____ |

FINE ARTS • BADGE 23

# INSTRUMENT INVENTOR

Take on a focused challenge to explore vibration and timbre while designing a playable art object.

**YOUR GRADE PATH** Grade 3: explore two elements and make one finished work. Grade 4: plan, revise, and explain three choices. Grade 5: use form, technique, and critique. Grade 6: develop a cohesive series or performance with documented revision.

## Launch resource



**Launch resource**

<https://musiclab.chromeexperiments.com/Spectrogram/>

## Mission tasks

- 1. Frame the challenge** — Explain what it means to explore vibration and timbre while designing a playable art object. Record what you already know, the intended audience or user, and two questions.
- 2. Study strong examples** — Use the launch resource and one teacher-approved example. Record three useful features, ideas, facts, or techniques and credit the source.
- 3. Plan with criteria** — List what success should look like for your grade. Make a labeled plan, sketch, outline, model, or prediction before starting the final work.
- 4. Create or investigate** — Complete the central work. Keep process evidence such as notes, drafts, measurements, trials, screenshots, or rehearsal marks.
- 5. Test the result** — Use evidence, peer feedback, a rubric, or a fair test to identify one strength and one problem. Grades 5–6 compare results or viewpoints.
- 6. Revise and explain** — Make at least two purposeful improvements. Explain how the final version addresses the challenge and what the evidence still cannot show.

# Instrument Inventor • EVIDENCE & COMPLETION

## Final product

Create a safe handmade instrument, performance, and sound-design journal. Include a title, clear evidence, at least two documented revisions, and credits for every outside source or media item.

## Quality check

- ☐ I met the requirement for my grade.
- ☐ My process evidence shows planning, testing, and revision.
- ☐ My final product is accurate, clear, and original.
- ☐ I credited sources and protected private information.

## Evidence notes

**My challenge and audience are...**

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**The strongest evidence or example I found is...**

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**Testing or feedback showed...**

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**I improved the final product by...**

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## Reflect

**The skill I improved most was...**

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**One decision or revision I can defend with evidence is...**

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**If I continued this badge, my next step would be...**

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## Teacher verification

|                                    |                                                                   |
|------------------------------------|-------------------------------------------------------------------|
| <b>Student evidence conference</b> | <input type="checkbox"/> Complete <input type="checkbox"/> Revise |
| <b>Teacher initials / date</b>     | <hr/>                                                             |
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