Pokémon Go Animal Character Project

Pokémon Go is a free-to-play, location-based augmented reality. In the game, players use a mobile device’s GPS capability to locate, capture, battle, and train virtual creatures, called Pokémon, who appear on the screen as if they were in the same real-world location as the player. It quickly became a global phenomenon and was one of the most used and profitable mobile apps in 2016, having been downloaded more than 500 million times worldwide.

This project will allow you to become familiar with accurately drawing animal anatomy and at the same time design your own original Pokémon Go Character based on the combination of 3 different representational animals.

STEP ONE: DRAW 3 different conceptual animal sketches that have a variety of different shapes, colour and textures. Consider a variety of different airborne, land borne, seaborne animals.

STEP TWO: BRAINSTORM possible combinations of how you can combine your 3 conceptual animal sketches into one Pokémon Go Character. Consider a variety of different body parts: Heads, legs, wings, tails.

STEP THREE: DRAW 3 different conceptual sketches of possible combinations for your Pokémon Go Character combining 3 of your chosen animals. Consider a variety of different shapes, colour and textures.

STEP FOUR: GET APPROVAL from the teacher on one of your three Pokémon Go Character designs and enlarge on final NUTEX paper.

STEP FIVE: COMPLETE your Pokémon Go Character information card and they are ready for battle.

STEP SIX: REFLECT on your finished work by answering the following questions:

1. What part of your finished work did you find most successful and why?
2. What part of your finished work did you find least successful and why?
3. If you had to do this project again, what part would you change or improve on and why?

Pokémon Character Name: Raccoon – Duck – Skunk – Osaur
Pronounced: Racco – Ducko – Skunk – Osaur (Raccoon, Duck, Skunk combination)
Possible Moves: Tackle, Growl, Defense Curl, Pound
Type: Water-Grass
Height: 1’08
Weight: 12.1lbs
Region: Kanto
## Pokémon Go Character Creator Project Rubric

<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
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<tr>
<td>Concept &amp; Meaning:</td>
<td>0</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
<td>2</td>
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<tr>
<td>Pokémon Go Character:</td>
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<td>Representational Animals: Elements &amp; Principles of Design</td>
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<td><strong>Knowledge/Understanding</strong></td>
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<td>Creativity &amp; Originality: 3 different conceptual sketches</td>
<td>0</td>
<td>0.5</td>
<td>0.5 - 1.0</td>
<td>1.0 - 1.75</td>
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<tr>
<td><strong>Application/Creation</strong></td>
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<td>Value (Shade &amp; Tone)</td>
<td>Incomplete.</td>
<td>Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect three dimensionality.</td>
<td>Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect three dimensionality.</td>
<td>Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect three dimensionality.</td>
<td>Work demonstrates exact and balanced amounts of extreme blacks, whites &amp; greys. The composition contains balanced value to reflect three dimensionality.</td>
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<tr>
<td>Process: Demonstration of Skill Development &amp; Following Procedures including sketches Clean Up</td>
<td>Incomplete.</td>
<td>Work demonstrates limited effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development.</td>
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<tr>
<td>Completion/Neatness</td>
<td>Incomplete.</td>
<td>The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged.</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged.</td>
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<td><strong>Communication</strong></td>
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<td></td>
<td>0</td>
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<td>0.5 - 1.0</td>
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<tr>
<td></td>
<td>Incomplete.</td>
<td>Answers are vague/incomplete.</td>
<td>Answers are somewhat clear and complete.</td>
<td>Answers are clear and complete.</td>
<td>Answers are clear &amp; exemplary.</td>
</tr>
</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)
A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)
A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)
A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works
A3.3 demonstrate an understanding of some of the ways in which art works can be presented to reach a variety of audiences

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others
C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)
C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)